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ABSTRACT

This handbook contains 30 profiles describing school-community partnerships in Massachusetts that address diverse educational issues with creative strategies and solutions. The programs exemplify one or more of the following community education principles: use of community resources to enhance curriculum and instruction; citizen involvement in the educational planning and decision-making process; and school-agency cooperation and coordination. Projects are grouped according to the community education objective they best exemplify, with programs that fully integrate two or more community education principles placed in the category of "integrated approaches." The projects represent many different aspects of the educational process and include programs that address academic enrichment; world-of-work readiness; prevention of substance abuse, school failure, and illiteracy; parent involvement in school advisory councils; and other academic and school climate issues. For each project, the following information is provided: grade level, target population, school system/school, address, contact person and telephone number, and program goals. The description of the project includes background on the community involved, the successes and limitations of the project, and obstacles that have been faced. An appendix lists 92 publications and 13 organizations as resources for community education. (YLB)

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**PROMISING PRACTICES IN
COMMUNITY EDUCATION**

**SCHOOLS AND COMMUNITIES
WORKING TOGETHER TO
ENRICH K-12 EDUCATION, #II**

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**PROMISING PRACTICES IN
COMMUNITY EDUCATION**

**SCHOOLS AND COMMUNITIES
WORKING TOGETHER TO
ENRICH K-12 EDUCATION, #II**

Developed by
Community Education Office
Susan Freedman
Coordinator of Community Education
Rayna Keenan
Consultant

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The Commonwealth of Massachusetts

Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

FORWARD

January 1987

I am very pleased to introduce you to this handbook and its many excellent models of community involvement in all grade levels of our schools. The Department of Education and the Massachusetts Association of School Superintendents, who collaborated in surveying school systems about their community education programs and practices, are delighted to share some of the exciting and creative responses to educational issues on which school administrators reported.

The Massachusetts Board of Education has made community participation in education one of its priorities. Dating back to its development of a Policy Paper on Community Education in 1979, the Board has vigorously supported citizen involvement in educational planning, instruction, and program implementation. In addition, it encourages schools to collaborate with agencies and organizations in the community to address their mutual concerns, such as substance abuse prevention, dropout prevention, adult literacy, academic enrichment, career awareness and job readiness, among others.

We are proud in Massachusetts of the many valuable and innovative ways in which our citizens are enriching the educational process, grades k-12, in their communities. Parents, senior citizens, business people, human service providers, health care professionals, artists in many fields, college students and faculty, and others are individually and through their organizations and agencies finding that partnership with the schools is resulting in improved education for students at the same time that it is serving their interests and causes. These partnerships are making very significant contributions to the quality of all of our lives and our institutions.

One of the most important challenges that we are facing in the late eighties is learning how to maximize our human, physical, and financial resources through collaboration. I hope that you find many ideas in this handbook that you are able to incorporate into your community!

My best wishes for success as you work to develop school-community partnerships.

Harold Reynolds Jr.
Harold Reynolds Jr.
Commissioner of Education

TABLE OF CONTENTS

I. INTRODUCTION.....	1
II. COMMUNITY EDUCATION AND THE K-12 SCHOOLS: AN OVERVIEW.....	3
III. PROGRAMS THAT USE COMMUNITY RESOURCES TO ENHANCE CURRICULUM AND INSTRUCTION.....	10
Cambridge School Volunteers, Inc.....	10
Grades K-12; Cambridge	
Computer Laboratory Parent Volunteers.....	14
Grades 6-8; Walpole	
Disabilities Awareness Program.....	18
Grade 5; Needham	
Fisher School Docent Program.....	20
(Art Enrichment for Elementary Schools)	
Grades 3-6; Walpole	
Junior High School Career Awareness.....	22
Grades 7-8; Middleborough	
Local Government Day Program.....	25
Grade 8; Somerset	
The Love Exchange.....	28
(Enrichment of Curriculum Through Intergenerational Contact Between Students and Elderly Citizens)	
Grades K-12; Fall River	
Museum Harbor Enrichment Program.....	31
Grades K-8; Hull	
Raynham's Aid Volunteers for Education (RAVE).....	33
Grades K-8; Raynham	
IV. PROGRAMS THAT INVOLVE THE PUBLIC IN EDUCATIONAL PLANNING AND DECISION-MAKING.....	36
Child Assault Prevention Program.....	36
Grades K-5; Quincy	

Curriculum and Instruction Council.....	38
Grades K-12; Ipswich	
Enrichment Councils.....	41
Grades K-8; Watertown	
Parent Involvement in a Title VII Career Education/ Self Concept Program.....	43
Grades K-12; Taunton	
Peaslee School Parent Advisory Council (PAC).....	45
Grades K-5; Northborough	
Principals' Advisory Committees.....	47
Grades K-12; Lunenburg	
Program Advisory Committees.....	49
Grades K-12; Northern Berkshire	
Springfield Chapter 1 Parent Advisory Council.....	51
Grades Preschool-8; Springfield	
V. PROGRAMS THAT INVOLVE SCHOOL-AGENCY COLLABORATION	54
Alcohol and Drug Abuse Prevention Team (ADAPT).....	54
Grades K-12; Lee	
Cops and Kids.....	59
(Collaboration Between Schools and Police Department to Instruct Students in Various Aspects of Police Work and the Law)	
Grades 7-8; Needham	
Crisis Intervention Team.....	61
(Preventive Strategies for Depressed and Emotionally "At Risk" Students)	
Grades 7-12; Middleborough	
Framingham Interagency Rehabilitation Model (FIRM)	63
(Strategies for Community Involvement in Resolving Problems of Student Delinquent Behavior)	
Grades 9-12; Framingham	
Holocaust Education.....	66
Grades 8 and 11; New Bedford	

Peer Education Program (PEP).....	68
(Students Helping Students with Problems Related to Drug/Alcohol Abuse and Other Issues)	
Grades 9-12; Gardner	
VI. INTEGRATED APPROACHES: PROGRAMS THAT EXEMPLIFY TWO OR MORE COMMUNITY EDUCATION PRINCIPLES.....	70
Distributive Education.....	70
(Hands-on Retailing Experience)	
Grades 9-12; Taunton	
Kids Interacting Creatively (KIC).....	73
(Gifted and Talented Program Emphasizing Cross-Cultural Perspectives)	
Grades 5-6; New Bedford	
Little People's Day Care.....	76
Grades Preschool-1; Blackstone	
School-To-Work Transition Program (STWP).....	78
Grades 9-12; Wareham/Old Rochester	
Spectrum: Enrichment Seminars/Mentorship Program.....	81
Grades K-8; Somerset	
Step Into Society Week.....	85
(Strategies to Promote Career Awareness and Informed Decision Making on Program Selections for High School)	
Grades 6-8; Quincy	
Woodland Street Community School Advisory Council.....	88
Grades 1-6; Worcester	
APPENDIX: RESOURCES FOR K-12 COMMUNITY EDUCATION.....	90

I. INTRODUCTION

In February, 1986, the Community Education Office of the Massachusetts Department of Education published *Promising Practices in Community Education: Schools and Communities Working Together to Enrich K-12 Education*. This handbook included profiles of a range of programs and practices that demonstrated successful community education approaches in Massachusetts. Based on responses to a survey that had been conducted by the Department of Education and the Massachusetts Association of School Superintendents, these profiles provided descriptions of school-community partnerships that addressed diverse educational issues with creative strategies and solutions.

In response to superintendents' interest in this project, the Massachusetts Association of School Superintendents and the Community Education Office conducted a second survey of school superintendents in order to obtain and disseminate information on additional innovative programs and practices. The criteria for the selection of programs for this second publication were consistent with those identified by the Community Education Office for the first handbook and required that the programs selected exemplify one or more of the following community education principles:

- Use of community resources to enhance curriculum and instruction
- Citizen involvement in the educational planning and decision making process
- School/agency cooperation and coordination

In addition, the programs have been selected to reflect a range of student populations and geographic and demographic diversity in the populations served. Also, all programs have been in existence for at least one year. A selection committee, composed of Community Education Office staff members and representatives from the Community Education Advisory Council of the Massachusetts Department of Education, has used these criteria to select the thirty innovative programs and practices in community education that are included in this publication.

The projects in this book represent many different aspects of the educational process and include programs that address academic enrichment; world-of-work readiness; prevention of substance abuse, school failure, and illiteracy; parent involvement in school advisory councils; and other academic and school climate issues. The descriptions of each project include background on the community involved, the successes and limitations of the project, obstacles that have been faced, and contact people who can provide further information. The programs are grouped according to the community education objective they best exemplify, with programs that fully integrate two or more community education principles placed in the category of "integrated approaches."

We gratefully acknowledge the interest and response of the many school districts throughout Massachusetts that participated in the survey. We hope that this publication will assist school administrators, educators, parents, and community representatives in promoting citizen involvement in the educational process and in implementing the strategies of community education.

II. COMMUNITY EDUCATION AND THE K-12 SCHOOLS: AN OVERVIEW

What is Community Education?

- In Framingham, Massachusetts, the public schools are working collaboratively with the courts, probation officers, police, parents, and community agencies to resolve the problem of student delinquent behavior.
- In Somerset, students reinforce classroom learning about local government by participating in the governing process. Students "run" for elected town positions and then "take the place" of town officials on Local Government Day.
- In Springfield, a district-wide Chapter I Parent Advisory Council works to promote a better understanding of Chapter I goals and programs and to improve delivery of services to Chapter I students and their families.

These vignettes provide three examples of community education—a means for providing educational services through partnerships between the community and the schools. With this approach, the educational needs of students in grades K-12—and of community members of all ages—are met by combining the human and material resources of the community. Education is provided in the classroom and at other community sites and is facilitated by teachers, parents, and other community members.

Community education does not mean that school systems should assume the additional responsibility of educating citizens of all ages. Also, community education is not another program, such as community schools or adult education. Rather, it is an approach to educational decision-making and resource coordination that encourages a community to assume more responsibility for educating itself. It is a way of "doing business" that involves the community in the planning and delivery of educational programs.

Three Key Principles

The community education approach is based on three key principles:

1. Community involvement in educational needs assessment, planning, and decision-making
2. Maximum use of community resources to enhance curriculum and instruction
3. Collaboration and cooperation between schools and other community agencies in meeting the educational needs of the community

Until recently, these community education principles have been applied primarily to after-school programs for youth and programs for adults. During the past 10-15 years, however,

educators throughout the country have been discovering how this approach can be used by K-12 school systems to maximize the human and material resources available to the schools, enrich and strengthen the curriculum, and increase public support for education.

The following explanations describe these community education principles and provide examples of how they can be applied to K-12 schools.

Principle 1: Community involvement in educational needs assessment, planning, and decision-making. A fundamental principle of community education is that citizens should have a voice in decisions that affect them by participating in community-based planning groups. Community-based educational planning brings parents and other people together with teachers and administrators to determine the community's educational needs and the resources that can be called upon to meet those needs. Experience shows that such community participation generally leads to the development of programs better suited to local needs and also results in broad-based and long-lasting support for the programs that are developed.

The vehicles that can be used to facilitate this kind of educational planning range from formal citizen councils to ad-hoc committees to open meetings on particular issues. The following examples indicate vehicles which are being used by schools and communities in Massachusetts:

- *Parent Advisory Councils* are school-wide or district-wide groups through which parents can voice their opinions and concerns. Some parent advisory councils, such as those operating in conjunction with Chapter I and bilingual education programs, are mandated or encouraged by federal or state legislation. Others, such as those used to develop enrichment programs or to review the school curriculum, are organized on a voluntary basis.
- *Student Advisory Committees* provide students with an opportunity to voice their opinions and concerns on a wide range of educational issues such as developing disciplinary policies and creating new courses. These councils are mandated by state law and are expected to provide input to local school committees on a regularly scheduled basis. Students also participate in the other decision-making forums mentioned in this section.
- *Community Advisory Councils* are broad-based citizen groups which have the same function as parent advisory councils.
- *Public Forums* are open meetings which are held to obtain community advice on specific educational issues.
- *School-Community Planning Teams*, composed of parents, teachers, administrators, and other appropriate community members, are used to develop and implement specific projects, such as school volunteer programs, or to develop solutions to community problems, such as school violence or racial tension.
- *School-Community Hiring Task Forces* are single-purpose groups which provide community participation in the screening and hiring of school administrators and other educational personnel.

Principle 2: Maximum use of community resources to enhance curriculum and instruction. Community education calls for community involvement in the delivery of educational services, with community members serving as resources in the instructional process and students making use of the community as a resource for learning.

Community resources can be brought into the schools through the following types of programs:

- *School Volunteer Programs.* Community members can assist teachers in classrooms or perform other functions which permit teachers to spend more time with students.
- *Mentorships.* Students with special interests or talents can work with a community member who has special skills or resources in that area.
- *Guest Speaker Programs.* Students have opportunities to learn from the many community members with special knowledge and skills.
- *Oral History Projects.* Senior community members share their historical knowledge and perspective with students.

The Community also can be used as a resource for learning through:

- *Work-Study Programs.* These experiences help students develop successful work habits and earn money while continuing to improve their basic academic competence and their skills in a particular vocational area.
- *Career Explorations and Internships.* These programs provide work opportunities for students in businesses, cultural organizations, human service agencies, city government, and other organizations.
- *Student Surveys and Interviews.* These techniques enable students to gather information about community attitudes, social structure, politics, and other community issues.

Many community-based learning experiences are facilitated by developing formal¹ or informal partnerships between the schools and other organizations in the community. School-community partnerships provide cost-effective vehicles for increasing educational resources and provide opportunities for school professionals and community members to interact in mutually supportive ways. In addition, through this interaction, bridges of understanding are built between the schools and the diverse communities of which they are a part.

Principle 3: Cooperation and collaboration between the schools and other community agencies in meeting the educational needs of the community. Through cooperation with mental health agencies, senior citizen centers, recreation programs, youth commissions, health care centers, and other local organizations, the schools can gain additional resources

¹Formal arrangements generally include a written agreement outlining expectations and responsibilities.

to become more effective and efficient in meeting the basic and special needs of K-12 students. This collaborative process also can help community agencies reach the largest possible clientele in the most efficient manner.

A few types of school-agency collaboration are listed below:

- *K-12 Community-School Collaboration.* Daytime and after-school programs can share resources and information, coordinate curriculum areas, and develop need-based tutoring and enrichment programs.
- *Alternative Schools/Special Education Services.* Through collaboration with local counseling agencies, associations for the mentally retarded, hospitals, schools for the blind, and other such organizations, local school districts can provide special educational services for emotionally and physically handicapped students rather than sending them to expensive private placements.
- *Pre-school Services.* Multi-faceted programs and comprehensive day care services can be developed through cooperation between the schools, local YM/YWCA's, churches, synagogues, area Offices for Children, and other community service agencies.
- *In-School Counseling and Mental Health Services.* School-based counseling and therapy for students and their families, psychological assessment services, staff development in child development and mental health issues, awareness training for teachers and students in child abuse and drug/alcohol abuse, and many other programs can be provided through cooperation between mental health agencies and the schools. Services may be free of charge if agencies have access to third party payments and federal and state grants. At the same time, the agencies can gain access to potential clients by reaching out to the schools.
- *Programs to Prevent Alcohol/Substance Abuse.* Schools, clinics and hospitals, city/town departments of social services, family service agencies, and human service organizations can coordinate their efforts through cooperative relationships aimed at reducing and preventing the use and abuse of alcohol and drugs.

Community Education in Massachusetts

Various forms of citizen involvement and school-community partnerships have existed for a long time in Massachusetts' schools. Today, school systems throughout the Commonwealth are involved in many community education activities. What is new, however, is a growing recognition of the potential of these practices for helping our schools to meet the challenges confronting them. Recognizing this potential, the Massachusetts Board of Education, in its "Policy Paper on Community Education," encourages local school systems to make the community education approach their basic operational philosophy and "way of doing business."

During the past two decades, several trends contributed to the growth of community education in Massachusetts and elsewhere. In the 1960s and early 1970s many community schools were created and administered by community advisory councils to meet the local

demand for lifelong learning. They drew on the vast array of community resources in their educational programming and often used existing school facilities after regular school hours.

At the same time, other developments led to the incorporation of the principles of community education into the K-12 curriculum. For example, many federal and state programs mandated or encouraged local planning and needs assessment and required parent involvement in decision making and program planning. Schools also began to integrate themselves into community life and to base their curricula on the issues of the community. In addition, declining enrollments and shrinking resources led many school systems to look outside the schools for additional resources to keep their programs viable. As a result, many partnerships between schools, businesses, and other local organizations were created. The expanded and enriched educational programs that resulted, as well as the recognition by the community of the value of its contributions, have led to the increasing acceptance and adoption of the community education approach.

How Community Education Benefits the Schools

The community education approach can help schools deal with two major challenges:

1. The need to maximize the resources available to the schools in a time of declining enrollment and shrinking financial support for educational programs.
2. The need to prepare students for life in our rapidly changing and increasingly complex society.

Specifically, community education principles can help the schools to meet these needs by:

- Building public support for education
- Providing a cost-effective means to improving curriculum and instruction
- Creating cooperative relationships between the home, school, and community

Community Education Builds Public Support for Education. When educational programs are developed with community input and based on community needs, citizens learn that the schools are responsive to their concerns and are meeting their expectations. Parents of school-aged children and other citizens gain a sense of ownership of public education and an appreciation of where their tax dollars are going. Programs that bring the community into the schools and into contact with teachers and students also can help them to develop more appreciation for schools and school personnel and a feeling of ownership and pride. In addition, when citizens see where their taxes are going, and when they gain more of a voice in how that money is spent, they are likely to increase their support for school spending.

Community Education Provides a Cost-Effective Means for Improving Curriculum and Instruction. By making available a vast array of community resources, the community education approach substantially improves the quality of education at very little extra cost. For example:

- The quality of education in a community improves when school volunteers provide classroom enrichment services and individual tutoring. A part-time coordinator (an existing school staff member or community volunteer) can facilitate the contribution of thousands of hours of volunteer assistance in the classroom or can develop student internships in community settings.
- When citizens and organizations donate time, materials, facilities and even money, many new programs become possible. In this manner, community education more often than not pays its own way.
- When students use the community as a resource for learning, their education often becomes substantially more meaningful to them. Community-based learning activities, such as exploring careers through internships in area businesses, learning about social problems by investigating them in the community, and learning about government and the legal system by seeing them in action, can be made available through this approach at no additional cost.

Evidence also suggests that the implementation of the community education approach leads to increased student achievement and decreased truancy and vandalism. As students see their parents and other community members supporting the learning process, and as they participate in educational programs that meet their needs, they develop a more positive attitude toward the schools and their own education.

Community Education Creates a More Cooperative Relationship Between the Home, the School, and the Community. The Community education approach brings the home, the school, and the community together to foster the best possible education for young people. Through this partnership, parents and other community members join teachers and administrators in planning education programs and parents learn to become more effective home tutors and counselors. Instead of blaming each other for the shortcomings of today's schools and today's students, educators, parents, and other community members can come to share accountability and join forces to support and strengthen the educational process.

How Community Education Benefits the Community

In the process of strengthening education, the community education approach benefits the community in the following ways:

- Students are better prepared to become contributing members of society. Community-based educational experiences can help students to become more aware of community problems, better acquainted with current technology and business practices, better prepared to enter the workplace, and more aware of their rights and responsibilities as members of the community and the work force.
- Individuals who contribute time and resources to the educational process often find that their experience is satisfying and worthwhile.
- Organizations that contribute to education improve their community image.

- Communities save money when schools and local agencies cooperate. They can share purchases, coordinate the delivery of services such as psychological counseling and job training to avoid duplication, and engage in town-wide planning for capital outlays and spending priorities.
- Democracy and the local system of governance are strengthened through citizen involvement in the educational decision-making process. This involvement can help citizens to become better informed about the governmental process, more concerned about decisions that affect them, and more willing to plan for a better tomorrow.
- Citizens who work together to improve their schools and their communities develop local relationships and a sense of connection to others in the community.

Community education is, therefore, a process through which communities improve and revitalize their schools, and, in doing so, invigorate and enrich themselves.

III. PROGRAMS THAT USE COMMUNITY RESOURCES TO ENHANCE CURRICULUM AND INSTRUCTION

Program: Cambridge School Volunteers, Inc.

Grade Level: K-12

Target Group: All students

School System/School: Cambridge Public Schools

Address: 159 Thorndike Street, Cambridge, MA 02141

Contact: Alan Brickman, Director
(617) 498-9218

Program Goals

- To coordinate the recruitment, training, and placement of volunteers in all the Cambridge public schools
- To utilize volunteers in support of all aspects of the School Department's educational program
- To match volunteers' skills with specific teacher and student requests for help
- To provide orientation, appropriate training, support, and recognition to volunteers so that their impact and effectiveness are maximized
- To develop collaborative relationships with businesses, universities and human service agencies in Cambridge
- To broaden the fund-raising base of Cambridge School Volunteers

Program Description

Cambridge School Volunteers, Inc. is a non-profit organization which contracts with the Cambridge School Department to coordinate volunteer services in the Cambridge Public Schools. Since its inception twenty years ago, the program has expanded steadily and now comprises some 350 volunteers serving 5,500 to 6,000 students. Volunteers are recruited from a broad spectrum of the community including parents, businesses, local colleges and universities, senior citizens, volunteer organizations, human service agencies, and peer tutors from the Cambridge Rindge and Latin School. According to Director Alan Brickman, the work of these volunteers can be grouped into four categories, which are described briefly as follows:

1. **Support for the Basic Curriculum:** This category of activities includes tutors and classroom aides, who comprise roughly two thirds of the volunteers placed each year. The volunteers work with students at all age levels and in all subject areas, with a focus on basic skills and ESL. An important component of CSV's support for the basic curriculum is the high school Tutoring Center, in which 110 volunteers spend an average of three hours a week tutoring students who request individualized help.
2. **Support for Special School Department Initiatives:** When the School Department undertakes the development of innovative programs, it gives consideration to the utilization of volunteers in both the planning stages and in the implementation. Such volunteer involvement has been a key element of educational programming in the areas of primary grade literacy, computer education, programs for the gifted and talented, and career awareness.
3. **Counseling and Special Needs:** This category includes volunteers placed in special needs resource rooms and those who are paired as Big Brothers or Big Sisters with students experiencing adjustment problems. These volunteers, who are often students in special education teacher training programs, bring to their volunteer assignments not only relevant special skills but also caring and compassion that make them particularly effective in their placements.
4. **Clerical and Administrative Support:** This category includes volunteers who work in school libraries and offices, which are often drastically understaffed due to School Department budget constraints.

Highlights of the 1984-85 Cambridge School Volunteers program include:

- Significant expansion of the pool of volunteer tutors for the high school Tutoring Center, through intensive recruitment of volunteers from community and university organizations and increased participation of students serving as peer tutors. As a result, tutoring was provided to a record number of students requesting individualized help.
- Placement of volunteers in the School Department's recently established Literacy Centers for the primary grades in five of the city's schools.
- Support of computer education through placement of computer professionals from two local high tech firms and university students from both undergraduate and graduate computer science and computer education programs. These volunteers have helped Cambridge school children learn Logo, Basic and other standard programming languages. They have also assisted both teachers and students in the mastery of word processors for various writing projects.
- Placement of fourteen volunteers as Big Brothers and Sisters and the compilation of a Big Brothers/Big Sisters handbook to assist both volunteers and school staff.
- Support of the work of the Career Resource Center at Cambridge Rindge and Latin School by providing college and career advising, leading S.A.T. preparation workshops, and helping students publish a newsletter on college and career opportunities.

- Substantial involvement of volunteers in bilingual and special needs education and in a variety of enrichment activities, focussing on art, music and drama.
- Development of a mentorship program which links 7th and 8th grade students with mentors from M.I.T., Harvard University and the community for in depth study in such fields as journalism, oceanography and the graphic arts.

Cambridge School Volunteers, Inc. is managed by three paid staff members: a full-time Director, a high school Tutoring Center Coordinator and an elementary Placement Coordinator. In addition, a twenty member Board of Directors, comprised of business and university representatives, community leaders, parents and school department staff, meets quarterly to provide substantive input into the planning, development, management, funding, coordination, assessment and expansion of the program. A finance committee assists with the preparation of the budget and ad hoc committees are appointed as needed. Brickman reports that a long range planning committee will be convened during the 1985-86 year to formulate long term goals and address future directions of CSV. School staff and volunteers also play a key role in designing the program and evaluating its strengths and weaknesses.

Funding for Cambridge School Volunteers comes from the contract with the School Department which covers approximately half of the program's operating expenses, donations from private foundations and local businesses, special events and the initiation of the Friends of the Cambridge School Volunteers. This generates contributions from individuals who, as friends of CSV, receive a copy of the CSV newsletter and an annual report, are invited to volunteer discussion meetings and appreciation events, and are eligible to attend training workshops for volunteers.

Brickman cites several key elements that have contributed to the success of Cambridge School Volunteers:

- Support, assistance and cooperation of the Superintendent, School Committee, administrators and faculty. Superintendent Robert Peterkin includes the CSV staff in planning educational programs and, according to Brickman, "The role of volunteers figures prominently in these plans." The Superintendent has also supported CSV's budget requests and the School Committee has approved a budget increase for the 1986-87 school year. Administrators and faculty play an integral part in the day-to-day management and coordination of the program and serve on the CSV Board.
- Broad-based, active Board of Directors
- Volunteer recruitment from a wide variety of sources in the community
- Appropriate training, placement and recognition of volunteers. In April 1985, "Cambridge School Volunteers Appreciation Week" was proclaimed by the Mayor and, at a reception at City Hall sponsored by the Mayor and the Superintendent, awards were presented to individuals and organizations for their outstanding contributions to Cambridge School Volunteers.

- Effective coordination
- Good communication with staff, volunteers, faculty, and administration
- Regular assessment and evaluation

In the words of Superintendent Peterkin, "Cambridge School Volunteers continues to make a significant contribution to the quality of education for the school children of Cambridge. Whether as classroom aides, academic tutors, Foster Grandparents, or computer specialists, the volunteers respond to requests with excitement and commitment. Cambridge School Volunteers has become a full partner in implementing educational programming and reform. Without these valuable contributions, the educational program in Cambridge would be greatly diminished."

Program: Computer Laboratory Parent Volunteers

Grade Level: 6-8

Target Group: Students, parents, and teachers in Computer Education

School System/School: Walpole Public Schools

Address: School Street, Walpole, MA 02081

**Contact: Linda B. Colvin, Chair, Department of Computer Education
(617) 668-5400**

Program Goals

- To enable students and teachers to make more effective use of the school system's Apple II E computers within the classroom setting and in the laboratories
- To enable parents to develop a better understanding of how computers may be used as tools for learning and how they may begin to make use of the microcomputer in their daily lives

Program Description

The concept of using parent volunteers as an integral part of Walpole's computer labs was developed in Fall 1983. At that time, enough computers were available to warrant the introduction of a computer lab setting. However, in order for this to work, concerned teachers, administrators and parent volunteer coordinators agreed that additional trained adult personnel should assist in the computer labs, where eight computers were available for up to thirty students working in groups of two or three. Program Director, Linda Colvin, states that, "even though the parents would not be 'experts' in this new technology, they could learn along with the students and the teachers and be a valuable asset."

Once the need was identified, school administrators and parent volunteer coordinators for each building helped to publicize the program and recruit interested parent volunteers. Training workshops for the volunteers were then planned and implemented by Computer Education Department faculty. Three evening workshops for parent volunteers at the middle schools lasting 2 to 2-1/2 hours, included the following topics:

1. Introduction to the Apple II E Computer

- Overview of uses of computers in education with specific focus on the goals and objectives of the Middle School Computer Education Program
- Introduction to the hardware components and their assembly
- Software tutorial on how the computer keyboard differs from the typewriter

- Exploration of simulations which students would be using
- 2. Introduction to Word Processing
 - Overview of word processing and its uses
 - Demonstration of the Bank Street Writer
 - Lab time to explore text entry and editing functions on the Bank Street Writer
- 3. Introduction to Data Bases
 - Overview of a Data Base and some of its applications at the middle school level (book reports, interest files, creating data bases for use in various subjects)
 - Demonstration of the "Notebook" data base with information on how to enter information, search, access files and records on the disk, and create an individual data base
 - Creation of a data base on "Computer Lab Parent Volunteers," followed by parents entering information on names, addresses, phone numbers and times available to help in the lab
 - Lab session to explore "Notebook" further

On completion of the workshop training, parents visit the lab to begin to work with regularly scheduled lab classes and to work on their own (with guidance from the Computer Lab instructor) with various software items. Parents then begin to work with regularly scheduled classes on a weekly basis and in some cases help to run special labs for a limited number of students as an extra resource.

Parent volunteers who have undergone training are encouraged to take home the Apple computers and the accompanying software in order to familiarize themselves with the programs being used. In this way, parents can pretest software before working with a class and their children gain sufficient experience with the software to enable them to become "student assistants" in lab sessions.

Since its inception in 1983, the accomplishments of the program have been impressive:

- Support and encouragement for teachers initiating the computer education program in a lab setting
- Opportunity for classes not scheduled for laboratory experiences to use computers as additional learning tools in the regular classroom setting
- Use of computer labs as a resource center in which students and teachers can accomplish tasks such as word processing activities, data base management, and special projects (creating signs, banners, and special printed cards)

- Involvement of parents in the development and implementation of the Computer Education Program and the opportunity for parents to become more computer literate
- Greater support for the funding of the Computer Education Program by involving parents in special "Learning about Computers" programs for the community at large

The following step-by-step summary describes the planning and implementation process of the program:

1. Determination of Need

- Computer Education Department Chair meets with school principal to determine whether there is a need for the program in the building.
- Computer Education Department Chair meets with faculty to discuss program and receive input from staff.

2. Training Phase

- Parents are notified regarding training for Computer Lab Workshops.
- Times and workshop sites are established.
- Workshops are conducted on 3 consecutive Wednesday evenings. During the third workshop, a lab schedule for both Middle Schools is distributed, a parent volunteer database is created, and parents sign up for specific lab visits.

3. Internship Phase

- Parents visit the laboratory.
- Computer Education Department Chair works with teachers to determine specific staff needs.
- A parent volunteer is identified to act as liaison between the volunteers and the Computer Education Chair.
- Parents are encouraged to take computers and software home for more hands-on experience.

4. Parents working in the Lab

- Parents work with regularly scheduled lab classes on a weekly basis.
- Parents, when confident, begin to handle unscheduled lab periods so that individual students from various grade levels can work on special projects.

The Computer Lab Parent Volunteer Program is coordinated by the Chair of the Department of Computer Education, Linda Colvin. In conjunction with the school administration, she organizes and implements the parent volunteer training, sets up schedules for parents during the Internship phase and, together with a parent volunteer liaison and the Media Specialist, sets up weekly and monthly schedules for the 10-20 parents who volunteer in the lab. A parent volunteer in each building confirms the schedules and generates a list of "alternates" to draw from, when necessary.

According to Colvin, the following points are important for successful implementation of the program:

- Make clear to the parents who sign for the program that, once their training is completed, they are expected to make a commitment to assist students in the lab. A separate Adult Education Course needs to be established for those who wish to learn the new technology but are unable to volunteer time in the lab.
- Make provisions for parent volunteers who miss a workshop or are unable to attend the evening sessions.
- Recognize that the final responsibility for the actual scheduling of volunteers can be difficult. In schools in which the lab is part of the Media Center, the Media Specialist may be able to assist with this task. In schools in which the lab is separate, it is helpful to have a parent volunteer undertake this responsibility. The Computer Education Director cannot take full responsibility during the final phase as she is not available full-time in any building. However, scheduling monthly evaluation meetings for the Computer Education Director and the Parent Volunteers provides the opportunity for regular assessment of the overall program.
- Ensure that staff members realize that they are primarily responsible for learning about the program they wish to use with their students. This understanding will alleviate parent volunteers' concern that they will be expected to be "experts" on both the hardware and the software. It is also helpful to make available within the lab posters and "cue cards" for quick and easy reference on various recurring issues, such as how to restart a program without shutting off the machine.

Parent volunteer Workshops in Fall 1985 focussed on computer lab training at the Middle School Level. However, Colvin reports that, since the program's inception, parent volunteer assistance has enabled the Computer Education program to serve more effectively over 1000 students in K-8, without requiring any additional funding. The outstanding success of the program is testament to the dedicated efforts of both the parent volunteers and the Computer Education Department of the Walpole Public Schools.

Program: Disabilities Awareness Program

Grade Level: 5

Target Group: All students

School System/School: Needham. Broadmeadow School

Address: 1330 Highland Avenue, Needham, MA 02192

**Contact: Walt Power, Principal
(617) 444-4100 Ext. 177**

Program Goals

- To make students in Grade 5 sensitive to disabled persons

Program Description

The Broadmeadow School Disabilities Awareness Program was initiated in 1983 by two teachers who were aware of the program in other communities, were enthusiastic about it, and offered to pilot it. It is a ten week program focusing on 5 topics:

- Visual impairment
- Hearing impairment
- Learning disabilities
- Physical disabilities
- Mental retardation

Two weeks are spent on each topic. In the first week parent volunteers present information on the impairment to the students and provide them with hands-on experiences using appropriate materials and equipment. In the second week, a guest speaker from the community, who suffers from the particular impairment being discussed, comes to talk to the class.

The school's Parent Teacher Association is the primary recruiting vehicle for volunteers and currently sixteen to twenty parents are involved in the program, which serves 45 students.

Parent volunteers receive six hours of training at the Massachusetts Hospital School in Canton. Joy Sterneck, the Director of the Community Resource Center at the Hospital School, helped Broadmeadow School launch the program and supported it with resource people until the school's parent volunteers felt comfortable conducting the classroom presentations on their own.

Costs for the program, which have been provided by the Parent Teacher Association, are \$400-\$500 and cover honoraria for the disabled guest speakers, training for the parent volunteers, and materials and equipment for the presentations.

According to Principal Walt Power, the program has resulted in increasing students' sensitivity to people with handicaps and in generating enthusiastic parent support and involvement.

Program: Fisher School Docent Program

Grade Level: 3-6

Target Group: All elementary school students

School System/School: Walpole Public Schools

Address: 15 Gould Street, Walpole, MA 02081

Contact: Harold E. Leblanc, Principal
(617) 668-5400 Ext. 234

Program Goals

- To introduce an appreciation of the fine arts to elementary school students
- To utilize a pool of community resources
- To coordinate art education in grades K-12

Program Description

The Docent Art program was initiated three years ago by the Fisher School Principal, Harold Leblanc, in order to introduce art appreciation into an art education curriculum that was focussed entirely on hands-on experiences. Leblanc developed a Docent Committee comprised of interested parents and teachers and chaired by a parent coordinator who acts as a liaison between docent volunteers and the school administration. The Docent Committee meets monthly to select a particular artist for the month and to decide which art works will be featured.

Volunteers are trained as Docents by a member of the Art Department. The Docents conduct art appreciation classes for one hour a month for students in each of the Grades 3 through 6. Leblanc reports that in order to reinforce the art appreciation component, the regular art instruction focusses upon the current monthly artist and elements studied in the Docent program are incorporated into the students' hands-on endeavors. Large bulletin boards throughout the school display the students' interpretations and creative efforts and a print of the selected art work of the artist of the month. As a culminating activity, the students and their Docents visit the Boston Museum of Fine Arts to see and appreciate some original works of art.

Funding for the Docent Program comes from the school Parent Advisory Council, the Walpole Arts Council, and the Fisher School Fund.

According to Leblanc, the significant accomplishments of the program have included:

- Enthusiastic support and involvement of parent and community volunteers

- Increased awareness of the fine arts by students participating in the program
- Development of a more comprehensive and cohesive art curriculum

In order to successfully implement a Docent Program, the following guidelines are suggested:

- Develop a pool of interested parent and community volunteers
- Identify a member of the Art Department to act as Docent trainer
- Meet as a Docent Committee to select appropriate art works to be used for the program
- Purchase and laminate art prints to be used in the teaching sessions
- Train the Docent volunteers to teach monthly, in a classroom setting
- Incorporate an art appreciation component into the regular hands-on art instruction
- Display students' work with the featured artist of the month
- Visit Museum to see and appreciate some of the originals

When this program was initiated it served Grades 3 and 4 at the Fisher School. Its success has resulted in an expansion of the program to the other Walpole Elementary School, both Middle Schools, and a local Parochial Elementary School. Leblanc reports that there are currently nine Docent volunteer teachers; some are parents, while others are individuals from the community who are interested in the program. In Leblanc's words, "The big pay off comes when we see how the children enjoy their culminating activity at the Museum of Fine Arts."

Program: Junior High School Career Awareness

Grade Level: 7-8

Target Group: All students

School System/School: Middleboro, Memorial Junior High School

Address: 219 No. Main Street, Middleboro, MA 02346

**Contact: Maureen Higgins, Guidance Counselor
(617) 947-1369**

Program Goals

- To increase student awareness of careers and the link between academic subjects and career preparation
- To increase students' self-awareness
- To foster local business support for and commitment to Career Awareness Education
- To expand student awareness of community resources and services

Program Description

The Career Awareness program at Memorial Junior High involves two major components:

- Group Guidance classroom sessions conducted by Guidance Counselors
- Career Day in which local community and business guest speakers provide information.

Each homeroom has Group Guidance sessions twice a month during which time a wide range of issues are covered such as career and self-awareness, values clarification, decision-making, and career information. These classes help to prepare students make the most of Career Day through asking appropriate questions and seeking relevant information.

Career Day brings local business and community guest speakers to the school to share with students information on diverse career areas and the relationship between academic pursuits and the world of work. Guidance Counselor Maureen Higgins reports that since the program's inception speakers have provided information on careers in business, manufacturing, health, human services, public service, recreation, environment, communications, fine arts, humanities, consumer education, law, construction, engineering, transportation, homemaking, marketing, distribution, agriculture, natural resources, and marine science.

Preparatory sessions for guest speakers help to familiarize them with their audience and call attention to the value of relating career areas to academic subjects, education in general, and

appropriate preparation for the world of work. Attendance, punctuality, positive attitudes, and citizenship are stressed. On Career Day, guest speakers conduct ten career exploration sessions that provide information on educational requirements, working conditions, economic considerations, physical requirements, work habits, and future employment opportunities. Each session lasts approximately 30 minutes and provides students with opportunities to ask questions.

The impetus for the program came from the concern of eighth grade Guidance Counselors that many students did not make appropriate links between careers and course selection or were unrealistic in their career goals. In order to increase students' career awareness and exposure, Guidance Counselors, with the support of the administration, contacted local business associations to ascertain the potential for business and community involvement. Subsequent meetings were held with representatives from the Chamber of Commerce and a planning committee was formed. This committee is comprised of two Guidance Counselors, two representatives from the Chamber of Commerce who have served on the committee since its inception, the Principal, and the Pupil Personnel Director. One of the Guidance Counselors is the contact person and coordinator of the committee and, according to Higgins, "responsibility for the planning and implementation of the Career Day Program is equally shared by school personnel and the Chamber of Commerce representatives." The program materials and the luncheon for guest speakers are financed by the Chamber of Commerce, whose members also contribute career information materials for school reference files.

Higgins reports that the program's major accomplishments have included:

- Increased career awareness among students
- Increased awareness of the link between interests, abilities, values, goals, and career choices
- Student awareness of career information sources
- Development of information-seeking skills
- Increased awareness of community resources and services
- Effective collaboration with the local Chamber of Commerce
- Development of a Career Resource Speaker File, available to teachers and Guidance Counselors.

In order to successfully implement the program the following step-by-step process is suggested:

- Identify goals and strategies for Career Awareness program
- Obtain administrative and staff support for program

- Contact local business associations and secure commitment to both planning and implementation
- Prepare community guest speakers for the interest level and attention span of junior high students
- Prepare students to take full advantage of their Career Day opportunity
- Recognize guest speakers, career resource speakers, and those who have given time and effort to the program
- Evaluate the program through follow-up surveys and questionnaires to speakers, students, and teachers

Higgins is pleased to report that, in addition to increasing students' career awareness, the program "is providing a springboard for integrating community resources into the school year on an ongoing basis." During "Safety Week," a Career Day speaker returned to the school to discuss students' poster themes and issues relating to safety. Higgins looks forward to expanding the file of speakers who are willing to speak to classes or students on an individual basis.

Program: Local Government Day Program

Grade Level: 8

Target Group: All students

School System/School: Somerset, Middle Schools

Address: 1141 Brayton Avenue, Somerset, MA 02726

Contact: George F. Joseph, Jr., Chair, Department of Social Studies
(617) 674-4619

Program Goals

- To promote an understanding of local government through student participation in the governing process.
- To culminate the local government unit presented as part of the eighth grade American history program.

Program Description

In Spring, 1982, George Joseph, Chairperson of the Social Studies Department, initiated and proposed to the School Committee a program based upon his background in various student government programs around the state. The proposal was accepted by the Somerset School Committee and the Local Government Day Program was implemented for 8th grade students at two middle schools which serve approximately 300 students.

After learning about local government through their classwork, students "run" for elected town positions and then "take the place" of town officials on Local Government Day, which is usually held during the last week of May or first week in June, at the convenience of town officials.

All students are eligible to submit nominations provided they have obtained ten signatures from students, the signature of a guidance counselor, the principal, and the social studies chairman. One week before election, nomination papers are due. Students campaign in school, using posters and making speeches in social studies classes. Program coordinator George F. Joseph Jr. reports that in the future, school assemblies will be held during campaign week to give candidates the opportunity to explain the functions of the respective offices.

A total of twenty positions are filled: three selectmen; three assessors; three school committee members; five planning board members; two town administrators; the tax collector; treasurer; town clerk and day assessor. All these elected officials are "replaced" by students during student Government Day.

Students serving in "day" positions serve at the town offices for approximately three hours, filling all the functions of their office. Students serving in "night" positions conduct and participate in board meetings during the evening. Elected positions are distributed between the two middle schools, with, for example, one school electing the town clerk while the other elects the treasurer. In the case of board positions, such as the three selectmen, each building elects one while the third position goes to the next highest vote-getter in the two schools.

During Student Government Day, town officials are present at the respective student run board meetings. The Treasurer allows his student counterpart to assist with the pay roll and the assessor explains local taxes to his/her student official.

Transportation of students involved in daytime positions is provided by the school department, while transportation for night sessions is provided by parents of student "officials."

The program is coordinated by the Chairperson of the Social Studies Department, George F. Joseph Jr., with the assistance of twelve school personnel and the participating town officials. Joseph reports that he meets with the town officers at least four times during the year to plan, coordinate and evaluate the Local Government Day Program. In his words, "Careful consideration must be given to the selection of town offices to be provided with student 'officials'. The Somerset program started with a limited number of very interested officials, whose enthusiasm has carried the program into more and more departments."

In order to successfully implement the program, the following guidelines are suggested:

- Present initial proposal for the program to School Committee
- Conduct informal meetings with town officials to assess willingness to participate
- Hold discussions with Social Studies department members to outline procedures
- Submit formal proposal to School Committee for approval
- Schedule formal meetings with town officials to explain extent of program and to ensure continued support
- Incorporate local government sub-unit into the American government unit of eighth grade history classes
- Explain program to parents through informational letters
- Explain program to students:
 1. All students interested are eligible for nomination
 2. Students take out nomination papers

3. Students campaign in schools (posters, speech-making permitted in social studies classes)
 4. Polls set up in each school; social studies teachers act as poll-watchers and ballot tabulators
- Send permission slips to parents of "elected student officials"
 - Implement program as outlined
 - Schedule informal meetings with participants to evaluate the organization and outcomes of the program

Joseph reports that the Local Government Day Program has been enthusiastically endorsed by students, school administration, parents, faculty, local officials and the community. It has generated "high interest in participation in local government and has reinforced the bond between the school department and other town officials." He adds, "Our next step may be into traditionally non-elected positions like police and fire chiefs and the highway department. The greater number of students involved, provided the safeguards are followed judiciously, the better."

Program: The Love Exchange

Grade Level: K-12

Target Group: All students and nursing home residents

School System/School: Fall River, A.S. Letourneau Elementary School

Address: 323 Anthony Street, Fall River, MA. 02721

**Contact: Donna Viveiros, Teacher
(617) 675-8420 Ext. 290**

Program Goals

- To promote intergenerational contact through which students and elderly citizens can exchange ideas and get to know one another
- To improve students' oral and written communication skills through contact with a receptive audience
- To foster values of giving, sharing, caring and respect for the rights of and differences in others

Program Description

This is the fourth year of Donna Viveiros' "Love Exchange" program. It began as a pen-pal program between the second grade and the residents of a nearby nursing home. The residents were delighted to receive regular letters and artwork from the students and displayed them in their rooms. However, because of various handicaps, regular correspondence from the residents was difficult and visits to the nursing home became the main source of involvement for the elderly residents. This led to the development of one-on-one relationships between the children and their respective "grannies" and "grandpas." Thus, from its inception as a pen-pal program, it evolved into an adopted grandparent program that was renamed the "Love Exchange."

The program is a truly cooperative effort between teachers, nursing home directors, social directors, residents of the home, students, and parents. Parents have been tremendously supportive and participate in a variety of ways: chaperoning, providing transportation, assisting children with letters, donating items from home for projects, and helping to raise funds. The community has also been extremely receptive with involvement from local community businesses through donations such as fruit baskets and turkey baskets for various projects.

The rewards and accomplishments of the program are considerable:

- Mutually beneficial relationships between students and elderly residents. The children bring joy, companionship and a sense of purpose to lonely older people. In turn, the "grandparents" give the children love, warmth, kindness, time and patient attention.
- Enhancement of academic skills through oral and written language. The students write letters and stories, recite poetry, and put on plays for their grandparents. For older students oral history projects make local history interesting and are enhanced by "grandparents" who provide a valuable source of community history. They can also provide students with informative first-hand historical accounts of World War I, the Depression, and perspectives on a changing world.
- Opportunity for students to express feelings and concerns in a letter to someone who cares
- A means of conveying important values to students
- An appreciation of the rights and differences of others, in areas such as age, handicaps, nationality, race, religion, etc.
- Development of positive parent/teacher/student/community relationships

The following procedures are helpful in implementing the "Love Exchange" program:

- Contact the Social Director of a nursing home who is interested in the program. He/she will then select residents who are reasonably healthy, coherent, and willing to participate. For this program, physical handicaps are not a deterrent.
- Talk about the elderly and life in nursing and convalescent homes with the students.
- Invite the social director to the school to assign "grandparents" and tell a little about the respective individuals. One director brought pictures to help familiarize the children with their adopted "grandparents."
- Have the students write simple autobiographies and paste their pictures on the covers. Social directors may encourage "grandparents" to do likewise. One home used high school volunteers to help residents write letters to the children.
- Send either a letter or artwork to the "grandparents" every week.
- Plan the first visit. A group activity such as singing is a good ice-breaker. Later, each child is introduced to his/her "grandparent" and may want to bring a favorite toy, deck of cards or pictures from home to facilitate the initial phase. Keep the first visit brief and expect some confusion! Parent volunteers, acting as chaperones, are a great help, especially during the initial stages.
- Conduct a second visit at Thanksgiving. Donna Viveiros' students put on a play and bring holiday crafts for their "grandparent."

- Plan a third visit in December. According to Viveiros, "this visit is a joy." Students and "grandparents" play Bingo together using large cards and numbers and, after the game, children and "grandparents" have time to socialize.
- Continue visits throughout the year. At the end of the school year, the Love Exchange program has a cook-out with the "grandparents" at the home.

Issues and Concerns

- The issue of death and dying will be encountered during the "Love Exchange" program. If a "grandparent" dies, the social director advises Donna Viveiros and they immediately find a new "grandparent." Donna Viveiros tells the child alone at recess of the death and, later, the teacher and the students discuss loss, bereavement, and talk about their feelings. Children volunteer stories of personal losses and share their thoughts and feelings about death and dying.
- Problematic relationships: It is important to be on the alert for cases where a grandparent has difficulty sitting and talking to a child and leaves him/her alone. If this happens regularly, the child may continue to correspond with the original "grandparent," but should be matched up with a new "grandparent." Some children choose to persevere and, in one instance, rapport was finally established after an entire school year.

Funds for the "Love Exchange" are generated from classroom funds (candy sales), parents, nursing homes, teachers, and donations from community businesses.

Since its inception in 1982, this outstanding program has expanded to two elementary schools, with children from kindergarten to fourth grade and four area nursing homes involved in the "Love Exchange." According to Viveiros, "The program can be used with any age level, from kindergarten to high school and special needs students have benefitted greatly from the program." Parents, too, have responded enthusiastically to the program. In the words of a parent, "My daughter used to be fearful of old people. She knew her grandfather only after he was ill and failing, and she assumed that's what getting old meant. But her adopted "granny" has taught her that growing old doesn't mean you can't be happy or lead a meaningful life."

Program: Museum/Harbor Enrichment Program

Grade Level: K-8

Target Group: All students

School System/School: Hull, Memorial Middle School

Address: 81 Central Avenue, Hull, MA 02045

**Contact: Tobey Kaplan, Social Studies Specialist
(617) 925-2040**

Program Goals

- To generate in Hull's students a sense of pride and confidence in the history and resources of the Town and an awareness of Hull's place in the past and present evolution of Boston Harbor
- To utilize university, community and other cultural institutional resources and staff to enrich elementary and middle school curriculum

Program Description

The Museum/Harbor Enrichment Program was initiated in 1982 as a collaborative effort between the Hull Lifesaving Museum, Peddocks Island Trust, and the Hull School Department. The impetus for the program came from the realization that, since enrichment activities in the schools would be cut during a period of fiscal constraint, teachers and administrators should be encouraged to utilize local community resources, the Museum, and the Islands to enhance the curriculum. Staff from the Hull Lifesaving Museum developed a proposal to assist school staff in planning programs and curriculum with a harborwide orientation. The proposal, which was endorsed by the Superintendent and approved by the School Committee, has benefitted 1000 Hull students enrolled in grades K-8.

The program emphasizes cooperative information gathering, coordination and sharing of resources, publication of work in local newspapers, videotaping and broadcasting program activities over cable T.V., and peer teaching activities. Students receive training from the Museum staff, in using various methods for collecting and organizing historical and geographical information. Topic areas for grade 6 students have included geology and natural resources, with field experiences to observe soil and determine how the town was formed. Students in Grades 7 and 8 have studied the history of the town of Hull from its first settlement to the present day. Field experiences for these projects have focussed on the town's historical resources and in particular the history of lifesaving. Museum staff provided educational materials and led initial field trips. Trips are now conducted by teachers from Hull's schools.

The project is coordinated by Judeth Wiers of the Museum with "constant interaction among the staff of the Lifesaving Museum, and administrators and teachers from the Hull School

Department." The project is funded through a grant from the Massachusetts Council on the Arts and the Humanities and in-kind contributions from the School Department.

Students, parents, school administrators, teachers and the Hull community are enthusiastic about the program's activities and accomplishments. Social Studies Specialist Tobey Kaplan reports that since its inception in 1982, the project's successful outcomes have included:

- Increased student pride in the rich history of the Town and its varied and extensive natural resources
- Facilitation of a closer relationship between Museum and School Staff
- Enrichment of elementary and middle school curricula through utilization of local resources

In order to achieve these objectives, the following step-by-step process was implemented:

- Initial planning meetings were scheduled with the Governing Boards of the Museum, Peddocks Island Trust and the Superintendent of Hull Public Schools.
- Follow up meetings were held with representative staff.
- Student field trips to the Lifesaving Museum and historical sites were planned and implemented.
- In-service education of staff was organized.
- Funding issues were addressed.
- Field trips were expanded and Museum staff were utilized in the instructional program.

Recently the program has been expanded to the Language Arts Curriculum. Museum Staff and the Language Arts Specialist at the Middle School worked together teaching students the skills necessary for interviewing family members and community residents on their experiences during the Blizzard of 1978. Students wrote up their interviews in a book which was published by- and is sold by- the Museum. The skills which were acquired by students in this project will be used again when they conduct interviews with townspeople concerning the history of lifesaving in Hull.

When the program began it was piloted in the Memorial Middle School. However, during the past four years it has been integrated into the elementary schools and future plans include expansion of the program to the high school.

Program: Raynham's Aid Volunteers for Education (RAVE)

Grade Level: K-8

Target Group: All students

School System/School: Raynham Public Schools

Address: 847 North Main Street, Raynham, MA 02767

**Contact: Shoshanah Garshick, Chairperson of Volunteers
(617) 822-1807**

Program Goals

- To assist the Raynham School System in designated areas, under the direction of RAVE
- To provide services for students on a one-to-one basis under the supervision of a classroom teacher
- To share with the school and its teaching staff special talents, interests, and experiences
- To improve communication between the school and the community by increasing awareness in the community of the schools' objectives and needs
- To make community resources more readily available to students
- To provide the opportunity for members of the community to develop and establish a stronger rapport with school age students

Program Description

The RAVE program was initiated in 1981 in response to parents' requests to assist the schools with difficulties confronting the system as a result of Proposition 2-1/2. The program currently serves 1334 students and has 88 volunteers providing service through various programs:

- **Enrichment Program:** Volunteers obtain funds to enhance the curriculum in the Arts and Sciences. Chairperson of Volunteers, Shoshanah Garshick, reports that in 1985-86 programs included music, storytelling, mime, chemistry in everyday life, opera, Heritage of Black Dance, and sign language for communicating with the deaf. Funding for these resources came from donations from Raynham's five Parent Teacher Organizations, grants from Raynham Arts Council, New England Foundation for the Arts, and Shaw's Supermarkets in Raynham.
- **Great Books Foundation Discussion Program:** Volunteers teach students critical appreciation skills in reading and discussing literature.

- **Kindergarten Reception:** Volunteers monitor buses and welcome and orient kindergarten students to school during the first three days.
- **Fingerprinting Program:** Volunteers are trained by the Police Department to fingerprint (with parental permission) the students of the Raynham School System. The prints are then given to the parents for identification purposes. Garshick reports that in January 1986, 40 volunteers fingerprinted 148 children, ranging in age from six months to fourteen years. Raynham's Police Chief and a Police Lieutenant supervised the process at the Center School.
- **School Library Aides:** Volunteers run the libraries for three small elementary schools and volunteer aides assist the librarians in the large elementary school and in the junior high school.
- **Classroom Tutors:** Volunteers assist teachers by reinforcing learning experiences.
- **Clerical Aides:** Volunteers assist teachers with clerical tasks necessary for the functioning of a classroom.
- **Crossing Guards:** Volunteers are trained by Police and sworn in by the Town Clerk to act as Crossing Guards at dangerous crossings.
- **Computer Education:** A volunteer conducted in 1984-85 a training program for volunteers to enable them to assist students in mastery of the computer education program. During 1985-86, volunteers taught students how to use a word processor for their compositions and how to create a newspaper, and one volunteer taught computer usage to 7th graders during weekly activity program.

The RAVE program is managed by the Chairperson of Volunteers and an active Board of Directors. The composition of the Board includes one delegate and an alternate from the School Committee, one representative from each of the five PTO's, two representatives from the Raynham Education Association, the Superintendent, Assistant Superintendent, five principals, one assistant principal, the President of the Council on Aging, and a representative from the Raynham Lioness Club. The Board assists with volunteer recruitment, planning of special events, and funding. It votes on policies and practices that impact on the management, financing, expansion and evaluation of the program. The chairperson coordinates volunteer services, plans and manages new programs, conducts volunteer training seminars, recruits volunteers, both informally and formally through a registration drive in August, and reports monthly to the School Committee. Funding for RAVE is generated from a Spring fundraiser, donations from the five PTO's, a contribution from a local business, the Directors, the Raynham Education Association, the Lions and Lioness Clubs, the Raynham Arts Council and the New England Foundation for the Arts. Garshick reports that RAVE's personnel are all volunteers and the program recognizes their dedication and commitment, at a special Recognition Night which honors all the volunteers and those individuals who have assisted the program throughout the year. In addition, a monthly bulletin, RAVE Review, brings news of the volunteers to the community.

Since its inception five years ago, RAVE has provided valuable resources to the schools and students of Raynham through programs that:

- Involved citizens of Raynham with the public schools
- Generated good will and community support for the school system
- Assisted children in the learning process
- Enhanced curriculum through enrichment programs in the arts and sciences
- Improved safety for Raynham children
- Provided career re-entry experiences and opportunities for many volunteers.

According to Garshick the following steps were necessary to implement the RAVE program:

- School Committee approved formation of a committee to establish a volunteer group
- Committee was organized, a chairperson was appointed, and guidelines and policies were developed
- Volunteers were recruited through information sent home with students, newspaper articles and posters.
- Teachers' needs were assessed and requests were coordinated with volunteers
- New programs were developed as needs became apparent

In Garshick's words, "RAVE's vistas expand every year. In 1985-86 the program plans to introduce the Great Books component to Grade 2 and, for the first time, an additional fundraiser is scheduled for Fall 1986. Under the direction and leadership of the Arts Chairperson, a cooperative and coordinated program for planning and funding has been developed with the PTO members of the RAVE Board. In this way, bigger and better programs can be scheduled in consultation with the principals of the five schools."

IV. PROGRAMS THAT INVOLVE THE PUBLIC IN EDUCATIONAL PLANNING AND DECISION MAKING

Program: Child Assault Prevention Program

Grade Level: K-5

Target Group: All elementary school students

School System/School: Quincy Public Schools

Address: 70 Coddington Street, Quincy, MA 02169

Contact: Luleen S. Anderson, Ph.D., Coordinator of Psychological Services and
Elementary Guidance
(617) 471-0100 Ext. 326

Program Goals

- To teach students strategies for dealing with potential harm so that they will be less vulnerable to victimization or assault by strangers or by family members

Program Description

In Spring 1984, after several incidents of sexual assault on students in the community, several parents contacted a School Committee member to request the development of a curriculum that would focus on prevention of assault on children. A Steering Committee composed of parents and school personnel was established to develop a curriculum. In the Fall of 1985, the Steering Committee selected the nationally recognized Child Assault Prevention Program as the curriculum to be used.

With the support and approval of the School Committee, two teachers and two parents from each of the nine elementary schools were trained in a three day workshop. From this group of parents and teachers seven three member teams serve as presenters to students in all nine elementary schools. Through the use of role play, the program teaches children strategies to recognize and address potentially dangerous situations. Students are taught how to deal with a bully, with a stranger, or with a family member who may behave inappropriately towards them. The emphasis is on feeling safe, strong, and free and students are taught to use self-assertiveness to ask for help from friends and to tell trusted adults. In the words of a school system coordinator, Alicia Coletti, "We want the children to have the power to say no to certain people, and know that people will listen to them—a parent or teacher." The three main components of the Child Assault Prevention Program are teacher inservice sessions, the parent program, and children's workshops. Eighteen teachers, eighteen parents and three school officials are involved in the program, which serves approximately 3,500 students. Costs for the program amount to \$3500 for the training workshops and the hiring of substitute teachers for the 18 teachers attending the training. On-going costs include the cost of hiring a substitute teacher when the regular classroom teacher is participating in the day long program presentations in schools.

In order to successfully implement the program the following steps are suggested:

- Form a Steering Committee
- Select curriculum (CAP Program)
- Obtain approval of School Committee
- Set up a 3 day Child Assault Prevention training workshop
- Work with school principals to select teachers and parents
- Meet with city-wide Parent Advisory Council
- Secure positive media coverage
- Organize presentations in each school

This highly successful program has been enthusiastically endorsed by parents, teachers and students and, according to Coordinator Luleen Anderson, "It is eloquent testimony to what committed, caring teachers, administrators, school committee members, and parents can do, working together, to help keep children in their care safe, strong and free."

Program: Curriculum and Instruction Council

Grade Level: K-12

Target Group: All students

School System/School: Ipswich Public Schools

Address: One Lord Square, Ipswich, MA 01938

**Contact: Richard F. Thompson, Superintendent
(617) 356-2935.**

Program Goals

- To ensure that the curriculum and instruction are consistent with the district goals and the needs of the students
- To ensure that satisfactory curriculum goals and objectives exist in each subject area and at all levels
- To ensure coordination of curriculum among various subject areas and different administrative units
- To ensure the ongoing evaluation and improvement of instruction
- To encourage instruction that is, in all situations, appropriate to:
 - The individual learning rate of the student
 - The age and learning strengths of the student
 - The type of information transmission and/or learning that is desired

Program Description

The Curriculum and Instruction Council was formed in October, 1982, by Superintendent Richard Thompson in order to ensure the existence of a quality integrated curriculum which is responsive to the needs of the Ipswich School System. The Council's bylaws state that "its purpose is to act as the representative school system agency in matters of curriculum and instruction review and in the approval of new curriculum, in accordance with policy."

The thirteen member Council is composed of three school committee members, selected by the school committee, the Superintendent, who chairs the council, four parents recruited by the School Committee, two administrators appointed by the Superintendent and four teachers, elected by their peers. Members serve for two consecutive years and all members are approved by the school committee. The Council meets monthly, requires a quorum of eight to conduct business, and reaches its decisions through consensus. Ad Hoc subcommittees for each major

subject area are established as needed and, during 1985, the following subcommittees reported to the Curriculum and Instruction Council:

- Computer Education Committee
- Fine Arts Subcommittee
- Gifted and Talented Subcommittee
- Health Education Committee
- Science Study Committee
- Advisory Committee on Writing

The bylaws also state that all proposals for curriculum change must be brought before the Council for review and the Council will report all actions regarding curriculum change to the School Committee. In addition, any proposed textbook purchase not involving new courses must be reviewed by the Council if it involves more than two grades, is not supplemental in nature, and is not a revision of a text currently in use. Upon review of the proposed text, the Council will report findings to staff members, administration, Superintendent and School Committee.

Funding for curriculum development and instructional improvement activities comes from the Chapter II Block Grant and proposed uses of the funds must be approved by the Council in advance.

Since its inception in 1982, the Council's achievements have been impressive. It has been involved in overseeing curriculum changes, developing and coordinating curriculum, funding staff development, and coordinating teacher training. Its activities have included:

- Organizing a Computer Subcommittee to advise the Council on matters related to computer instruction and equipment
- Funding computer literacy courses for 40 Ipswich teachers and administrators
- Soliciting and funding teachers' proposals for a computer literacy curriculum and other curriculum developments
- Funding teachers' participation in Dr. Madeline Hunter's Mastery Learning Program which focusses on staff development for instructional effectiveness
- Establishing a system-wide writing program
- Reviewing and revising instructional goals and writing a homework policy which was adopted by the school committee

- Supporting the "Junior Great Books Program"
- Establishing a science study committee to make recommendations on improving science education in the school system
- Receiving and approving a report by the Science Study Committee on their proposed program goals
- Funding workshops for administrators, department heads and teachers on textbook adoption conducted by a consultant from Textbook Adoption Advisory Services
- Developing a policy and procedure for curriculum development which was adopted by the School Committee in June, 1985
- Developing a textbook adoption procedure
- Establishing a schedule of curriculum areas to be addressed, which is currently being implemented
- Funding attendance at workshops on Dr. Bernice McCarthy's program called 4 MAT Learning Styles. This program is based on the premise that there are four types of students' learning styles and the best way for a teacher to reach as many children as possible is to teach to each of those styles. Dr. McCarthy divides students into four learning styles, and applies research on right/left brain dominance for a more complete picture of the learner.
- Promoting and funding the development and implementation of a health curriculum for K-8
- Reviewing the completed Elementary Math Curriculum
- Surveying teachers regarding possible workshop interest and requesting suggestions for future staff development workshops
- Addressing the options for staff development with the intention of developing a model that the teaching and administrative staff will accept as a tool for improving instruction
- Addressing the proposed Fine Arts graduation requirement and recommending action by the policy subcommittee

Council Secretary, Jane Hull, reports that "the Ipswich Curriculum and Instruction Council is considered to be a very desirable committee on which to serve. It has important decision-making capacity, the attendance at council meetings is very good, and it is well organized and effective, primarily due to the excellent direction of Superintendent Thompson." Through the council's efforts, the quality of education continues to be enhanced for the benefit of all students in the Ipswich Public Schools.

Program: Enrichment Councils

Grade Level: K-8

Target Group: All students

School System/School: Watertown Public Schools

Address: 30 Common Street, Watertown, MA 02172

**Contact: Thomas E. Oates, Assistant Superintendent
(617) 926-7700**

Program Goals

- To enrich the program offerings to the K-8 student population
- To allocate funds to be spent on enrichment programs suggested by staff/parent councils

Program Description

The six Enrichment Councils serve a total of 1500 students in three K-6 elementary schools and two K-8 schools. There is a separate council for each school and each council functions autonomously, basing its decisions and selection of program offerings on the needs of its particular school.

Since the formal adoption of the councils in 1984, they have provided students in the Watertown Public Schools with a variety of enrichment programs that have enhanced the curriculum and broadened students' educational experiences. These programs have included:

- **Writer-in-residence.** This program brought authors living in the community into the schools to teach story construction and help students develop creative writing ability.
- **Artist-in-residence.** One day a week for a full year an artist came to one of the schools so that students could see an artistic project evolve and develop from start to finish.
- **Young reporter program.** Journalists from the community came to a school to work with students on interviewing and reporting techniques and on starting a student newspaper.
- **Creative arts program.** This program has included field trips to cultural events and in-school interaction with theater groups.
- **Miscellaneous programs.** Ethnic cooking, aerobics, and chess teams have enriched students' experiences in school.

Each council, with its 8-12 members, is composed of parents (elected by the Parent Teacher Association), staff (selected by the faculty), and the principal of the school, who serves as Chairperson. The councils meet monthly and sub-committees are appointed when necessary

to work on specific assignments. Members serve for a minimum of one year but, according to Assistant Superintendent Thomas Oates, many serve longer terms, which has contributed to the successful planning and implementation of the various programs. Regular newsletters are sent to parents at each school to keep them informed of and involved in the councils' activities. In 1985-86, local funds provided \$4000 per school to each of the four elementary schools and \$5000 per school to each junior high school for enrichment programming and, according to Oates, local funding will be ongoing because of the strong community support for the councils.

The impetus for the program came initially from a proposal submitted by the Gifted and Talented Committee. However, this original proposal was rejected because it served only "gifted" students. After further discussions with the School Committee, an open forum was held in the community to provide an opportunity for public discussion and citizen input into the issue. The resulting compromise broadens the curriculum offerings and serves all K-8 students. The Enrichment Councils' program was adopted because it provided for decision making by staff and parents and was designed for all students.

Oates attributes the success of the program to the dedicated efforts of the parents and faculty who serve on the councils and the enthusiastic endorsement of the councils by the local community. Ongoing funding for the program has been assured and Oates looks forward to the continued growth and expansion of the councils' activities in the future.

Program: Parent Involvement in a Title VII Career Education/Self Concept Program

Grade Level: K-12

Target Group: Parents of Limited English Proficient (LEP) students

School System/School: Taunton Public Schools

Address: 50 Williams Street, Taunton, MA 02780

**Contact: Maria Pacheco, Director
(617) 823-8181 Ext. 217**

Program Goals

- To have meaningful involvement by bilingual parents of Spanish and Portuguese linguistic cultural groups in the education of their children

Program Description

In Fall 1984, the Taunton Public Schools obtained a Title VII grant to improve curriculum in Career Education for students whose first language is not English. Parent involvement is an important component of this project. It is generated through participation on Parent Advisory Councils and training for parents regarding the nature and purpose of bilingual education, the importance of career awareness and reinforcing instruction at home. Director Maria Pacheco reports that the project provides child care in order to "encourage parental participation in workshops and Parent Advisory Council meetings."

A Title VII Advisory Council was organized by the Taunton Bilingual Education Department to provide input into each component of the Title VII Proposal. Council members included parents from the Portuguese and Spanish PAC's, teachers, a school administrator, community workers and ethnic community agency members. Members were provided with copies of the proposal, translators at meetings and needs assessment data relative to career education/self concept. Also, their comments and suggestions were integrated into the Title VII Proposal. After notification of funding, the Title VII staff organized an Advisory Committee to provide input into the planning, implementation and evaluation of the project's activities.

The Committee meets monthly and is comprised of parents of children participating in the project, parents of students in the Transitional Bilingual Education program, teachers, a school administrator, and a member of the community interested in career education for K-12. The Portuguese and Spanish PAC's also offer suggestions and make recommendations to this committee regarding personnel, topics for workshops and project activities.

Training activities for parents are conducted by bilingual specialists in the field and have included monthly workshops that address:

- Career Education philosophy and concepts such as, "Human happiness is a feeling of self-worth with work being an essential ingredient to this feeling for most of us. Success in working life requires not only the skills necessary to do a job but also the attitudes, values and general abilities which lead one to want to work productively."
- Values clarification
- Enhancing parents' perception of self
- The parent as a member of the community
- The parent as a resource
- The parent as an evaluator of quality bilingual education

In addition, school open house activities are organized to demonstrate educational experiences in which students participate daily. Parents observe ESL, art, social science, music, math and language arts classes and teachers meet with parents to discuss the curriculum.

Parents also participate in training that focusses on the home as a work setting. During these workshops, parents are involved in activities that demonstrate how the home is the basic consumption unit of the products of the economy and the services of the community.

In order to acquire and improve English language skills, parents are referred to Adult Basic Education programs in the community and are encouraged to enroll in their ESL classes.

Pacheco reports that there is ongoing communication with parents through PAC meetings, newsletters published in Portuguese and Spanish, training activities, and personal contact with the community liaison workers and the project director.

The project is administered by a Director with assistance from the Advisory Council and staffed by two community liaison workers (1 Portuguese speaking and 1 Spanish speaking), two curriculum development specialists and two bilingual secretaries. The program is funded by a Title VII Federal grant from the U.S. Department of Education.

Since its inception, the Career Education/Self Concept project has served the parents of 270 Portuguese and Spanish children and, according to Pacheco, the response has been most encouraging. "There is increased parent participation and interest in school activities, the communication between parent and school has become more effective, and parents report that the workshops provide valuable information." Parents are acquiring a better understanding of what happens in school and this helps to alleviate the sense of isolation from their children. Also, as a result of parent training activities, they are acquiring greater knowledge of career education and the interrelationship between the home, the community and the occupational society. The program is fostering improved self concept in the parents, which impacts positively on their children.

Program: Peaslee School Parent Advisory Council (PAC)

Grade Level: K-5

Target Group: All students

School System/School: Marguerite E. Peaslee School, Northborough Public Schools

Address: 31 Maple Street, Northborough, MA 01532

**Contact: Dan Corcoran, Principal
(617) 393-2101**

Program Goals

- To obtain information on policy and issues within the system and make this information available to parents
- To plan and implement projects and activities to benefit students of the school

Program Description

The Peaslee School Parent Advisory Council brings together a group of interested and concerned parents and the school principal to address policy issues within the system and to develop special projects that improve and enrich education for the elementary students attending the school.

This group of twelve is comprised of parent representatives from each grade level and school principal Dan Corcoran, who informally chairs the monthly meetings and records the minutes which are mailed out to members. In Corcoran's words, "The PAC is a valuable sounding board for the principal with regard to issues concerning the school and system-wide policy that impacts on the school."

The PAC also has a close working relationship with Peaslee School's Parent Teacher Organization. The President of the PTO is a member of the PAC, ensuring there is ongoing communication between the two groups and cooperation on special tasks and projects. One such successful venture was the planning and construction of an Adventure Playground at Peaslee School. At one of the PAC meetings, several interested parents proposed the project and formed a separate sub-committee, composed of teachers and parents, to plan and implement it. A student at Worcester Polytechnical Institute attended a sub-committee meeting and, according to Corcoran, "became so enthusiastic about the plan that he used it as his thesis project." A copy of his completed thesis with drawings and models of the various apparatus was later given to the school. He also invited a colleague to participate in the planning process which, Corcoran reports, included contributions from all of the participants on the committee.

On completion of the planning process, the sub-committee submitted a progress report to the PAC and requested and received School Committee approval. The Peaslee PTO provided

funding and at least twelve parents volunteered to assist with the construction of several items of apparatus. Four items were constructed with the help of volunteers from the Town Highway Department, parents and school staff. A year later one more item was constructed, providing the following five pieces of playground equipment: staggered tires lined up in a horizontal position; a concrete pipe to be used as a tunnel; chin-up bars; large truck tires lined up in a vertical position; and vertical poles lined up for traversing. The playground has been a great success and provides many hours of enjoyment to the students of the Peaslee School.

Corcoran reports that when the Parent Advisory Council addresses policy issues it is responsible for providing information on these issues to parents and the PTO. A representative of the Parent Advisory Council serves on a community-wide Superintendent's Advisory Council and reports back to the Peaslee PAC on system-wide issues. Concerns addressed by the PAC have included:

- **Class size:** The PAC were advocates for the rehiring of a class aide for an unusually large class in the school. A formal request was submitted to and approved by the school committee and the aide was rehired.
- **Building utilization:** The PAC surveyed parents to obtain feedback regarding use of space and facilities in the school for a YMCA day-care program during school hours. The responses indicated that parents had no objections to the program and the PAC recommended that certain security procedures should be implemented to prevent unauthorized entry into the school. The council's recommendations were approved and a special bell system was installed to enable day-care workers and their students to gain entrance to the school.
- **Bus problems:** The PAC was made aware of problems with a particular bus route, which resulted in the late return home of certain students. The PAC and the parents of these students alerted the school administration and submitted a petition to the school committee, which resolved the problem by assigning an additional bus to this route.

In Corcoran's words, "The group is well-organized, communicates effectively with parents, the administration, teachers, the Superintendent, and the school committee and does an excellent job for the benefit of the Peaslee School students. The most recent project of the PAC has involved planning for a sign to be installed in front of the school. The PAC has worked out location, design, and colors and the project has been approved by the school committee. The new sign will soon enhance the entrance to the school."

Program: Principals' Advisory Committees

Grade Level: K-12

Target Group: All students

School System/School: Lunenburg Public Schools

Address: 1033 Mass. Ave., Lunenburg, MA 01462

**Contact: Dr. William Allard, Superintendent
(617) 582-7711**

Program Goals

- To provide parents and citizens with an opportunity for input into the decision-making process
- To increase the Principal's awareness of the concerns of the community

Program Description

In 1979 Superintendent Allard developed the Principal's Advisory Committee because he was aware that the perception of school needs was all "in-house." In his words, he "was not comfortable with this kind of planning and wanted parent and community input and involvement." As a result, a Principal's Advisory Committee was set up for the elementary school, the middle school, and the high school.

The councils have addressed a variety of issues and made recommendations concerning the high school disciplinary process, high school requirements for graduation, the introduction of a middle school honor roll, technology in the schools, and elementary school report cards.

The introduction of an honor roll to the middle school provides an excellent example of the Committee's effectiveness. The Committee conducted a preliminary survey and needs assessment to obtain necessary data pertaining to the introduction of a middle school honor roll. Based on this information, the PAC submitted a proposal to the superintendent. The superintendent submitted a proposal to the School Committee to try a middle school honor roll for one year. The School Committee approved for 1985-86 a trial implementation which, at the end of this period, will be evaluated by the PAC.

In the elementary schools, the PAC has addressed the issue of grade reporting. The PAC was aware of parents' dissatisfaction with existing report cards, which used a checklist system. After meeting at least twelve times with staff and parents to obtain their input, the PAC initiated, refined and finalized a new report card. Superintendent Allard reports that the card uses revised categories with letter grading and has been well received by parents, staff and students.

During a two year period the Committees also worked on the issue of technology in the schools. The school administration was concerned that the system might be pressured into buying costly equipment before adequate computer literacy teacher training programs were put into effect. The Committees researched the individual needs of the respective schools, surveyed teachers, obtained viewpoints and input from parents and students and, based on this information, supported the Superintendent's recommendation to the School Committee that teacher training should precede hardware purchases. Subsequently, the School Committee approved this recommendation and as a result, the system applied for and obtained Inservice Grants for training teachers in computer literacy.

Each committee is comprised of 15-20 members, which include three school personnel, four to ten parents, and student representatives for the middle and high school committees. The faculty elects the school personnel, students are elected by their peers, and parents volunteer to serve. Each Advisory Committee is chaired by the Principal of the respective school. Meetings are held once a month and agenda issues are generated jointly by Principals and Advisory Committee members. Orientation and training has focussed on the following areas:

- Role clarification of advisory committees
- Goal setting and developing policy
- Opportunities for impact
- Addressing collective needs
- Legal issues

According to Allard, "The Principals' Advisory Committees provide the administration with a 'sounding board' that carries weight because of an honest perception of the issues and a determination to provide solid information on those issues. As a result, the Committees have generated improved communication between various groups and have obtained the enthusiastic support of school personnel, parents, students, faculty and the community."

Program: Program Advisory Committees

Grade Level: 9-13

Target Group: All students

School System/School: Northern Berkshire Vocational Regional School District, McCann Technical High School

Address: Hodges Crossroad, North Adams, MA 01247

Contact: Theresa M. Bellini, Administrative Assistant
(413) 663-5383 Ext. 23

Program Goals

- To advise, assist and support teachers, guidance personnel, and school administrators in order to improve planning, operation, and evaluation in each specific trade or program area
- To provide adequate and timely information on manpower and job market trends and technological developments
- To address budget considerations
- To review text books and equipment to be purchased

Program Description

McCann Technical High School program was established in 1963 as a result of Chapter 74 regulations governing vocational education. Each program in the school has its own Program Advisory Committee, with 13 such committees serving nine high school and four post high school programs.

Each advisory committee consists, on average, of 8 to 15 members, including representatives from labor and industry, the professions, faculty, school administration, parents, and students. The Automotive Program Advisory Committee, for example, is comprised of a labor representative, a representative from the automotive industry, an automechanic, a salesperson, two shop instructors, one theory instructor, a school administrator, a parent, and a student. Members are recruited from various industries and different trade areas: teachers in programs recommend individuals with expertise to serve; parents and community representatives volunteer to serve; and the School Committee official appoints people to serve. Members serve terms of three to four consecutive years and each Program Advisory Committee meets at least twice a year and more frequently, if necessary.

The Program Advisory Committees are active, working boards that address a variety of issues and provide important input into the planning and implementation of the school's vocational programs. The committees concern themselves with issues such as:

- Ongoing review of text books and equipment to assist schools in keeping programs current
- Reviewing the curriculum to ensure that courses are updated to keep pace with changes in the job market. For example, the Automotive Advisory Committee recommended that the automotive curriculum include electronics classes to prepare students for the industry's increasing involvement in electronics.
- Donation of materials and equipment
- Recruitment of representatives from trade and industry to present seminars to students and act as resources for the programs
- Advising teachers of relevant workshops conducted in the community
- Assisting with field trips
- Increasing availability of substitute teachers (through program committee members themselves or contacts in the community)
- Expansion of cooperative work experience programs. Program Advisory Committees assist in providing apprenticeship opportunities with area companies. Approximately 40 students at a time alternate one week in school and one week on the job, working as apprentices in various businesses in the area. Currently, both Seniors and Juniors are able to participate in the cooperative work experience: Seniors are involved throughout the school year, while Juniors participate in the middle of the school year and through the summer.
- Assisting with job placements for students through increased school/business contact

The Program Advisory Committees serve approximately 500 students and provide input into all facets of vocational programming at McCann Technical High School. In accordance with Chapter 74 criteria, the committees advise, assist and support the department head, the program manager, guidance personnel and other school officials. They make recommendations based on adequate and timely information regarding manpower and job development demands or job market trends, technological developments, training alternatives, and other factors affecting the quality of the programs. According to Administrative Assistant Theresa Bellini, "Their contributions improve planning, operation, and evaluation in each program area and their dedicated efforts foster positive collaboration between the schools, the community, and industry."

Program: Springfield Chapter I Parent Advisory Council

Grade Level: Toddler through Grade 8

Target Group: Chapter I students and their families

School System/School: Springfield Public Schools

Address: 195 State Street, Springfield, MA 01103

**Contact: Victoria Ford, Parent Coordinator
(413) 787-7229**

Program Goals

- To involve people, particularly Chapter I parents, as fully as possible in all aspects of Chapter I
- To improve the conditions of the Chapter I programs in each Chapter I school or center
- To encourage parents of Chapter I children to become more active on Chapter I Committees
- To help parents, teachers, teacher-aides, principals, administrators and the School Committee to acquire a better understanding of Chapter I
- To work to obtain and develop needed programs and services
- To evaluate and monitor all present programs and to recommend changes
- To learn about other Chapter I programs which have been successful

Program Description

The Springfield Chapter I Parent Advisory Council is a District-wide council comprised of at least two parent representatives and one alternate from each of the thirty-three schools that receive Chapter I services. Through this District Advisory Council, parents are involved in planning, implementing, monitoring, and evaluating Chapter I programs; providing information to school administrators, parents and the public on Chapter I goals, programs and services; acting as Chapter I advocates; and expanding parent participation by encouraging members to serve on committees which help further their understanding of particular projects.

The main focus of the District Advisory Council is to provide a forum wherein parents give input relative to basic skills needs of Chapter I eligible children. The development of language arts and mathematics skills is the basis of all other Chapter I services. Through this component, Chapter I is able to expand and improve upon the educational opportunities children would normally receive.

Chapter I has a Toddler-Home program which serves to stimulate educational growth during the critical years of child development. This component provides ongoing support for toddlers and their parents. The Toddler-Home Program provides a unique educational experience by combining home and school activities for toddler and parents. Instructional aides visit each child's home twice weekly, involving the toddlers in a variety of planned language, motor and perceptual games and activities which emphasize learning by doing. In addition, once a week parents and toddlers go to the Toddler Resource Center at the Homer Street School to participate in small group activities and programs and to use materials that can be adapted to home use. The parents in the Toddler Program are invited to become members of the local school advisory council in which the Toddler Resource Center is located and at least two parent representatives from the Toddler Program serve as members of the District Advisory Council.

The Preschool Program provides Chapter I eligible children aged 3 years 7 months and older with a well-rounded preschool experience "in a warm, accepting environment in which the developmental needs of the whole child are served, trust in self and others fostered, and self-discipline encouraged." A major objective of the program is to provide children with a rich variety of high quality educational experiences through frequent exposure to literature. Currently there are six Chapter I preschool centers in Springfield and one representative from each center serves on the District Advisory council. In addition, Parent Coordinator, Victoria Ford reports that a continuing effort is made to involve parents in the preschool program through scheduled classroom visits, a preschool volunteer mothers' program, informational parent meetings featuring speakers on child development and other topics, and open houses.

Parent council members also participate in the Social and Psychological Services Component. This component assists needy children in acquiring coping skills to overcome school related problems. Children receiving counseling services must qualify for and enroll in at least one of the basic skill services.

In accordance with the DAC by-laws, there is a standing committee for each program funded through Chapter I: Reading/Language Arts, Mathematics, Social and Psychological Services, Preschool, Toddler, Observation and Evaluation. In addition, Ad Hoc Committees are appointed to handle specific assignments or projects as they arise, such as Budget, Needs Assessment, Election, Training, Newsletter, Grievance, and Arbitration. The by-laws specify that "All committee members shall familiarize themselves with the program, meet with the staff, monitor and evaluate the program, and bring recommendations to the District Advisory Council concerning that program. However, no Standing or Ad Hoc Committee will make any decisions independent of the DAC." The Executive Board is composed of elected officers and chairpersons of committees who "provide leadership for the District-Wide Council, assist in making sure that the needs of Chapter I students are met, and facilitate the work of the DAC."

Informational meetings are scheduled in each Chapter I school in September to inform community residents about the Chapter I Program and the role of the School Advisory Councils and the District Advisory Council. Elections for council members are held in October, followed by a training program in November which includes training in leadership and procedures for committee chairpersons. Training is ongoing throughout the year. A winter workshop focusses on the role of the DAC in planning, implementing and evaluating the Chapter I Program. A spring DAC training session is conducted to review evaluation

procedures, Chapter I guidelines and assess services provided to Chapter I students. In addition, DAC representatives and local education authorities provide technical assistance to school councils in areas such as leadership responsibilities, agenda preparation, and Chapter I services. The DAC also sponsors a series of workshops for parents to assist them in helping children at home. Topics of interest to parents have included Drug and Alcohol Abuse, Child Abuse, Nutrition, Leadership Training, Discipline, Viewing Television Wisely, Help your Child to be a Good Reader, and Building Self Esteem in School Children. DAC activities are overseen by the District-Wide Advisory Council Coordinator who, according to the by-laws, will "work with each principal to see that each Chapter I school has a functioning school advisory council; maintain school advisory councils; assist in developing DAC training activities; provide technical assistance to parents and staff as needed; assist SAC chairpersons and Chapter I principals in preparing agendas for local council meetings; assist in disseminating Chapter I information; help parents understand their advisory role; assist in maintaining two-way communication between the School Department and the DAC; develop in consultation with community agencies and the DAC election procedures for parent councils; and work with the DAC Standing Committees."

Through the dedicated efforts of this well-organized active council, 6,000 Springfield students and their parents have benefitted from innovative programs and improved Chapter I services. In addition, Parent Coordinator Victoria Ford reports that through council activities there is "continual outreach to parents, positive communication linkage, and the opportunity for parents to plan consistently for the Chapter I program." In the words of the handbook for Council Members, "Parent involvement activities help parents become more knowledgeable about programs of the school system and about the supplementary nature of Chapter I programs. Further, parents will come to understand the roles played by the federal government, state government and the school department in funding Chapter I programs. In addition, parent involvement will assist parents in finding ways to help their children at home and to help all Chapter I children."

V. PROGRAMS THAT INVOLVE SCHOOL-AGENCY COLLABORATION

Program: Alcohol and Drug Abuse Prevention Team (ADAPT)

Grade Level: K-12

Target Group: All students and their families

School System/School: Lee Public Schools

Address: Greylock Street, Lee, MA 01238

Contact: Kathleen Bort, Teacher
(413) 243-2781
Neil Clarke, Teacher
(413) 243-2781

Program Goals

- To provide programs and activities that present students with alternatives to alcohol and drugs during their free time
- To develop programs which offer participants experiences conducive to building self-esteem
- To raise community awareness of the problems associated with alcohol and drugs
- To provide help for those experiencing difficulties with alcohol or drugs

Program Description

From 1971 to 1981, eleven young people were killed in alcohol-related accidents in Lee, a town of 6000 inhabitants. Among the shocked townspeople were a high school teacher and a school administrator who decided to take action. They formed a team of teachers and parents and started "Project Graduation." Community interest and involvement in the problem of alcohol/drug abuse among young people grew and the Alcohol and Drug Abuse Prevention Team (ADAPT) was created with federal funds, which were to be used for training school and community representatives in problem solving techniques related to alcohol/drug abuse. The focus of this school-based organization is prevention and, in the four years since its inception, the team has been responsible for developing and implementing approximately twenty programs aimed at reducing and preventing the use and abuse of alcohol and drugs. These programs, which encompass general education classes, cross generational projects and interdisciplinary projects, utilize the school/team approach developed by the Adelphi University National Training Institute and focus on activities relating to peer leadership, awareness and education, self esteem, and alternatives to alcohol/drug use.

According to teacher and ADAPT member, Kathleen Bort, the Peer Leadership Program trains interested students to become skilled in leadership roles so that they can develop programs for the betterment of the Lee schools and community. Fifty high school students volunteered to participate in a three-day program in which they learned to work as part of a team to develop problem solving skills and programs that would be implemented in the schools during the 1984-85 academic year. Students were taught communication skills and were involved in many activities that encouraged them to interact with others. They learned problem solving and team building skills as part of a wilderness program, designed in conjunction with Challenge for Youth, and three teams of students each designed a new program for the next year.

Programs developed and implemented by Peer Leadership have included:

- **Challenge for Youth:** This program provides outdoor education activities stressing group cooperation for "at risk" youth in the Lee community.
- **Freshmen Orientation Day:** Peer leaders meet incoming freshmen on the day prior to the opening of school and give them a tour of the building, introduce them to teachers, and discuss the school's rules, schedules, graduation requirements, and extra curricular activities. The students then eat lunch together and establish a contact help system which is implemented through the first few weeks of school. This program has been highly successful for both the freshmen and the peer leadership students.
- **Get Involved Calendar:** Each month, peer leadership students publicize school events, birthdays, special activities such as sweatshirt day, sneakers day and dress-up day. There are also several "good thoughts" listed throughout the month, such as "clean your locker", "thank a teacher," etc. The Calendar is posted on a 3' x 6' section of a large bulletin board, the remainder of which is used as a "student needs" board for announcements, job postings, lost and found, and items for sale.
- **Safe New Year's Eve:** Peer leadership students organize a celebration that has all of the aspects of a New Year's Eve Party (food, decorations, dance, band, noisemakers) except alcohol or drugs. Food and refreshments are donated from companies that support this prevention program and students also enlist the volunteer assistance of the taxi companies to drive students safely home if transportation is needed.
- **Community Skating Rink:** Students designed and built a skating rink on the football field, actively involving vocational and occupational students in the construction and flooding of the rink. Parents and community members became involved in providing and serving refreshments during skating hours and hockey players provided hockey lessons to and supervision for younger students. Western Massachusetts Electric Company donated a floodlight system for night skating, adding to the success of this program that relied on the cooperation of school and community volunteers.
- **Family Fun Day:** This program was directed by the Lee Youth Association, ADAPT, and Peer Leadership to encourage families to spend a day together with other families involved in "good old fashioned summer fun." Activities included a summer picnic, refreshments, games, face painting, athletic competitions, and community local talent entertainment.

Programs that emphasize alcohol/drug awareness and education include:

- **Parents Workshops:** These workshops were designed to increase communication between parents and Junior High School students. Parents attend a series of five workshops which provide information on pharmacology, psycho-social causes of alcohol and drug use, and teach techniques of communication with teenage children.
- **Curriculum:** The curriculum provides classroom instruction on alcohol and drugs, increases awareness of how attitudes and values contribute to alcohol and drug use, and provides an understanding of why young people use and abuse drugs. Using parent volunteers as teachers, students are taught how values and attitudes are shaped; they also participate in sessions on self-awareness, peer pressure, and the characteristics of alcohol and drug abuse. The program for 7th and 8th grade students addresses pharmacology, the psycho-social causes of alcohol and drug use, attitudes, values, and strategies for dealing with peer pressure. Sessions utilize role play and simulations and include guest lecturers (a teenage drug addict, a teenage alcoholic, the police chief, a probation officer, and the director of the alcohol unit of a local hospital). Ninth grade social studies classes address the legal and social aspects of alcohol and drug use through the discussion of state laws, psycho-social causes of substance abuse, how the courts deal with violators of the law, and the social consequences of alcohol and drug use. These classes also include guest speakers such as the clerk of the local courts, a judge, a lawyer, and a detective. In addition, 9th grade health classes discuss alcohol and drug use from a medical and clinical viewpoint. Classes concentrate on the short and long term effects of drugs on the body and mind and study classification of drugs to enable students to be aware of all drugs to which they may be exposed. The 10th Grade Driver Education Class also provides an in-depth study of the correlation of alcohol/drug use and driver safety and encourages students to become involved in the SADD Program.
- **Project GRAD (Graduates Restricting Alcohol and Drugs):** This program is aimed at reducing alcohol and drug use and increasing awareness of the dangers of using alcohol or drugs and driving. During the month of May, various activities, including poster contests, bulletin board displays, team members on radio talk shows, and public service announcements educate students about the danger of drinking and driving. Also, letters expressing concern on teenage drinking signed by the Governor, the State Representative and Senator, and local school officials are sent to students' homes. Students who will be attending the prom are asked to sign contracts in which they agree not to drink and drive. Parents are sent contracts outlining their responsibilities. On Graduation Day, the ADAPT team and the school department co-sponsor a senior/parent breakfast at which time teachers serve and wait on the seniors. A concert/dance is provided in the evening for graduates who agree in writing not to use alcohol and drugs on graduation. Underclassmen also agreeing not to drink are allowed to attend the concert and graduates are given a trip to Martha's Vineyard on the day following graduation.
- **Peer Education:** Students are trained to work together to develop interpersonal skills that will enable them to design programs in peer counseling, peer education and community work. Bort reports that twenty-five students enrolled in the course in Fall 1985. They attended evening sessions once a week from September through April and designed five

programs for ADAPT. These included a self-esteem program for 2nd Grade students, an alcohol awareness program for the 4th Grade, a tutorial program for 5th Grade students, an alcohol and drug abuse awareness program for Middle School students, and a Parent Awareness workshop on teenage problems in Grades 7-12. On completion of the course students receive one academic credit and a letter of commendation is placed in their transcript. According to Bort, the course received a favorable response and will be repeated in 1986.

In order to foster and improve student self-esteem, ADAPT has developed and implemented other valuable programs:

- **PRIDE (Pupils Receiving Incentives to Develop Esteem):** This comprehensive program includes the formation of a School Improvement Council of teachers, the principal, and parents, which will create positive activities to increase community involvement in the Central School. An awards program emphasizes the positive attributes of students and staff, while a help services program offers support and counseling to students reported to be discipline problems.
- **Vial of Life:** This program provides a link between students and older citizens. At various times during the school year, such as the Health Fair, Bloodmobile, and Senior Citizen visits, volunteer students distribute Vial of Life materials to older citizens. According to Bort, "Vial of Life is a tube, containing a medical history form and a decal, which provides emergency medical information to ambulance or police personnel in cases of medical emergencies."
- **Athletes' Recognition Nights:** These evening events are designed to increase the self-esteem of Lee High School sports participants. At the conclusion of each sports season, ADAPT and the Lee High School Athletic Department cosponsor a Recognition Night that includes a banquet with a well-known guest speaker (who emphasizes prevention of alcohol/drug abuse), the presentation of awards and a dance. In ADAPT's words, "This program singles out the athletes as leaders and provides other students with positive role models." ADAPT has also developed recreational activities that provide alternatives to alcohol or drug use:
- **Summer Basketball League:** In cooperation with the Lee Youth Association, ADAPT sponsors a summer basketball League for junior and senior high school boys and girls. Participants sign a pledge that they will not consume alcohol or drugs; a violation of the pledge results in dismissal from the team.
- **Winter Carnival:** During February vacation, a ten day calendar of events was designed for elementary, junior and senior high school students. The ADAPT team worked with students to develop appealing activities, some of which involved families and the community at large. Funds for the carnival were raised by contests, donations, and admission fees to some of the events. Highlights of the week were a Student Rally and Balloon Launch to open the carnival; a Little Pal Day, when high school students spent the day with an elementary student; a trip to Boston; a ski trip to Bromley; and a family Day with contests and a family Dinner.

The current composition of ADAPT includes five school staff members and two community representatives. A community member and a staff person teach the Peer Education course at night and two staff and one community member advise and work with the Peer Leadership Program. In addition, two staff members work on developing and implementing programs in the elementary schools. Students, parents and community agencies and individuals participate in the organization and implementation of the multi-faceted ADAPT programs. The team meets regularly to evaluate existing programs and improve and expand them as appropriate. It also provides the impetus for initiating new programs. Future plans include developing and implementing the following programs:

- Crisis Home Program
- Latch Key Program
- Group Counseling for Youth
- Parent Workshop Program for High School
- Communication Training for Peer Leadership
- First Offenders Program

According to teachers and ADAPT member Kathleen Bort, "The team's leadership roles are fluid and responsibility is shared as various programs evolve. A group problem-solving process is employed and modeled to others who become involved with the programs." Although ADAPT is a school based organization it is not directly under the control or jurisdiction of the school administration or the school committee. Rather, "There is a mutually understood need for each other's support, understanding and involvement in the programs that evolve; therefore, the input of those affected is always sought prior to program implementation."

Bort reports that since ADAPT's inception there have been no deaths or serious injury to students due to alcohol and/or drugs. Also, the general climate of the school has improved and continues to be upgraded as more students are impacted by the organization's dedicated efforts and outstanding programs.

Today, Lee has a safer and wiser teenage population, proving that a few committed individuals can make a difference in a community. By providing prevention programs that help to intercept potential abuse before it begins, ADAPT enables the students of Lee and adjacent communities to develop social maturity and better decision-making skills.

Program: Cops and Kids

Grade Level: 7 and 8

Target Group: All students

School System/School: Needham Public Schools

Address: William F. Pollard Middle School, 200 Harris Ave., Needham, MA 02192

**Contact: John R. Crawley, Principal
(617) 444-4100 Ext. 240**

Program Goals

- To educate students regarding the role of a police officer and the Police Department in the community
- To assist students in recognizing the value of Police Department Services
- To enhance the image of the police officer in the minds of the students
- To instruct the students in specific aspects of police work

Program Description

Geri Ajemian, a former Pollard Middle School teacher, served an administrative internship in the Needham Public Schools when she was a graduate student at Harvard University. During this internship, in 1984, she initiated and organized the Cops and Kids program.

The program is a collaboration between the schools and the local Police Department which brings teams of police officers into regularly scheduled social studies classes to instruct students in various aspects of police work and the law. In 1985-1986, four presentations were made by police officers to 7th grade students in the Pollard and Newman middle schools. The police addressed the following topics:

1. Eyewitness Accounts
2. "No Cop's a Hero"
3. Intoxilyzers (drinking and driving/alcohol abuse)
4. Arrest Procedures

Other teams of police officers conducted four sessions with 8th grade students in both Pollard and Newman Middle schools. The topics for these presentations included:

1. Motor Vehicle Law (Mopeds, Recreation Vehicles and Dirt Bikes)

2. "Handling the Juvenile Offender"

3. Search and Seizure

4. Visit to the Station

These curriculum units have been developed in a team effort between the police officers, social studies faculty, and school administrators. The curriculum guides utilize a variety of instructional strategies including films, discussion, "hands-on" demonstrations, lectures, role plays, question and answer sessions, work sheets and a field trip. According to Principal John Crawley, there has been an enthusiastic response to the program from students, teachers, parents, and the Police Department.

During the planning phase, initiator Ajemian met with the School Superintendent, school administrators, and key members of the Police Department to solicit their involvement, cooperation and support. With their endorsement, meetings were then set up with 7th and 8th grade teachers to obtain their commitment to the program. Police officers agreed to donate off duty time for instruction in the school setting and the program proposal was approved by the school committee. Cops and Kids is coordinated by the building principal and Lieutenant James M. Horne of the Needham Police Department. Funding for the program is provided by the Needham School Department and the Needham Police Department.

Since its inception, 310 students have benefitted from this effective collaboration. Crawley reports that, "Students have developed a greater appreciation for the contributions that the Needham Police Department makes to the community. They have increased their understanding of police work, arrest procedures, the difficulties involved in eyewitness accounts, motor vehicle laws, problems of alcohol/drugs and the law, and other aspects of the legal system."

Program: Crisis Intervention Team

Grade Level: 7-12

Target Group: Students in crisis

School System/School: Middleborough, Memorial Junior High School

Address: 219 North Main Street, Middleborough, MA 02346

**Contact: Robert White, Vice Principal
(617) 947-1369**

Program Goals

- To prevent student failure (in school and life) and to alleviate teenage depression wherever possible
- To prioritize students in need of service
- To link community services to students in need and provide data from Team's efforts to outside agencies

Program Description

The Crisis Intervention Team was initiated in fall 1983 by the assistant principal responsible for handling school discipline. The program evolved in response to the perceived need for a systematic approach to the identification of students in crisis and the need for a team approach to problem solving that utilized both school and community agency resources.

The Crisis Intervention Team is comprised of the principal, the assistant principal, two guidance counselors and the school system's special education coordinator. In addition, health professionals and staff from human service agencies, such as the Massachusetts Division of Social Services, the Community Counseling Center, the juvenile court, and drug and substance abuse programs, are invited to meet with the team in crisis resolution.

Every Tuesday morning the junior high school Crisis Intervention Team (CIT) convenes, after submitting to the assistant principal (the preceding Friday afternoon) names of students in crisis that week. The agenda is developed by the assistant principal with priority given to the most serious cases. The CIT then determines the severity of the problem, evaluates strategies employed previously, explores alternative tactics and, through group brainstorming techniques, considers all possible solutions. Finally the team, through consensus, agrees on a prescribed course of action and discusses the recommended measures with parents and family members. Community agency staff participate in CIT meetings, offer advice and recommendations, and assist in linking students in need with professional help and expertise available in the community. The program has become a concerted, cooperative effort between the school, families and agencies to assist students in crisis.

The project's staff report that the focus of the team is crisis prevention through outreach to students who may be experiencing problems resulting from family disruptions, domestic violence, alcohol/drug abuse, sexual assault, and/or depression. Teachers are alerted and sensitized to the situation and assistance from community agency resources is provided, when appropriate. Vice Principal Robert White explained that a case of sexual molestation of a student illustrates the process utilized by CIT. A school guidance counselor was advised by parents that their child had been sexually molested. The CIT team was alerted to the problem and contacted the appropriate community agency staff member, who attended the weekly meeting with the Crisis Intervention Team. School and agency staff then worked together to provide support and assistance to the child in crisis. The child's teachers were made aware of the crisis to increase their sensitivity to the child's needs and any manifestations of behavioral problems. With the assistance of the staff member from the community agency, the child and her family were referred to a social worker and therapist. Throughout the period of trauma, there was ongoing communication and follow-up among the school, the agency, human service professionals, and the family.

According to White, the following step-by-step process was helpful in planning and implementing this outstanding program:

1. Identify the staff available that have knowledge of:
 - students in trouble
 - resources available to assist them
2. Designate a mutually convenient time for a weekly team meeting. Designate a chairperson and a secretary to take minutes and keep a log for all team members.
3. Develop agendas and prioritize the most serious cases.
4. Publicize the program with outside agencies and encourage appropriate agency personnel to participate in the team meetings.
5. Evaluate the team efforts on a regular basis.

The contributions of the Crisis Intervention Team have been invaluable. As a result of its dedicated efforts, it has developed a procedure for dealing effectively with young people in trouble and has helped to ease and resolve crises for students and their families. It has also strengthened ties between the school, community human service agencies, and local health professionals.

Because of its success in the junior high, the CIT program has now expanded to the high school. The high school team meets every Monday morning, and White is enthusiastic about the School Department's decision to hire a full-time School Adjustment Counselor for Grades 7-12 for the 1986-87 academic year. He is also pleased to report that in fall 1986, the program expanded to the elementary level, so that "K-12 teams are now available to work cooperatively to provide assistance and services to any student in crisis, enabling the school to meet the goal of preventing student failure in school and in life."

Program: Framingham Interagency Rehabilitation Model (FIRM)

Grade Level: 9-12

Target Group: Students who have violated the school discipline code

School System/School: Framingham Public Schools and South Middlesex Regional Vocational District

Address: Joseph P. Keefe Technical High School, 750 Winter Street, Framingham, MA 01701

Contact: Jack Westcott, Principal
(617) 879-5400

Program Goals

- To offer students, school authorities, probation officers and police an option to court appearance for students who infringe the school discipline code
- To reduce incidence of minor alcohol and drug related offenses
- To generate improved communication and coordination between the school, the family, and the court system
- To involve parents and the community in the resolution of the problem of student delinquent behavior
- To develop consistent policies and programming to address the problem of adolescent delinquent behavior among the schools and courts in the region

Program Description

The Framingham Interagency Rehabilitation Model (FIRM) was established to provide a community response to school discipline problems for school officials, students, parents and court personnel. The FIRM hearing process serves to focus community resources on appropriate resolution of infractions of the school discipline code and to offer students, school authorities, probation officers, and police another option to the usual court appearance for school disciplinary code violations. The project uses community service work at the school or in the community and, since alcohol and drug involvement has been a factor in certain situations, the FIRM Project may recommend participation in alcohol and/or drug education programs.

When a suspected school discipline code violation occurs, the Principal or his/her designee responsible for school discipline assesses the situation and decides whether or not to make a referral to the FIRM Hearing Project. Once a referral is made, parents are contacted and FIRM is carefully explained, with a clear understanding that participation in the program is voluntary. A FIRM Hearing Officer is then assigned to listen to the case and the hearing is scheduled at the school at a mutually agreeable time. The Hearing Officer who is assigned

to the case has at least five years experience as a probation officer with a varied caseload of adolescents referred to the Framingham Juvenile Probation Office. The other participants at the hearing will be:

- School officials: principal or his/her designee and a teacher or other school employee, to present evidence of a violation
- The student who is alleged to have violated the school code, to present his/her side of the situation
- The student's parent(s) or guardian(s), to assist their child and to offer relevant information
- A police officer, to aid in the disposition of any materials (drugs or alcohol)
- A community service liaison: a probation officer who coordinates the community service program at the courthouse

The procedures of the hearing are as follows:

- Presentation of the "case" by the school authorities
- Student and/or parents ask questions about the presentation
- Student and/or parents present their case
- School authorities have opportunity to ask questions

The project staff stress the fact that these procedures constitute a hearing, not a trial, and that, while some court room procedures are used, participants are not bound by the rules of criminal procedure. The FIRM project states that "the objective of the hearing is to find out what happened and why it happened... We believe in a common sense approach to this proceeding."

If the results of the hearing indicate that a violation of the school discipline code occurred, the Hearing Officer will recommend a plan of action that utilizes community service work and, if appropriate, participation in alcohol/drug education programs. If all parties are in agreement, these recommendations are implemented and, upon satisfactory completion of the requirements, the 'case' is closed and the student is not given a court record.

The community service component of the FIRM Project is coordinated by probation officers, with school personnel providing supervision. The number of hours to be spent in community service is determined at the hearing. The work is performed at school or at a nearby non-profit agency and can include custodial and janitorial work, landscaping, street clearance, and painting and maintenance. The work is carried out after school, on week-ends, and during school vacation. The head custodian at the school evaluates the students' performance and writes weekly reports which are submitted to the principal and the court. If the work is unsatisfactory, students are returned to the probation officer for reassessment. In addition, in cases where alcohol or drug involvement has been a factor in the disciplinary code violation,

first time minor offenders attend with their parent(s) six weekly meetings of Alcoholics Anonymous and/or Narcotics Anonymous and submit weekly written reports of these meetings to the principal.

FIRM was spearheaded by Jack Westcott, Principal of the Keefe Technical High School. A task force comprised of representatives from the Framingham District Court, Framingham Public Schools, and the South Middlesex Regional Vocational District formalized the plan and, with the endorsement of the school committee, the courts and the police department, the program was implemented in January 1985. It serves a total student population of 3500 in Framingham's North and South High Schools and Keefe Technical School. To date, fifty students have participated in the FIRM Project.

According to Westcott, the results of this innovative collaborative effort have been most heartening: the number of court referrals for minor drug/alcohol related offenses has been drastically reduced; parents are extremely satisfied with the FIRM project; students have brought other students for help; and community awareness has increased through attendance at workshops and seminars on drug/alcohol abuse, the court system, discipline, and relevant issues pertaining to adolescence. Also, FIRM has fostered a cooperative relationship between the schools, courts, police department, and parents. Because of consistent policy and coordinated programming, the FIRM project is able to deal more effectively with violations of the school discipline code. As a result of its success in other areas, the program has recently been used to address the problem of vandalism and, as Westcott reports, FIRM is being considered for selection as a national model program.

Program: Holocaust Education

Grade Level: 8 and 11

Target Group: All students

School System/School: New Bedford Public Schools

Address: 230 Hathaway Boulevard, New Bedford, MA 02740

Contact: Charles Robinson, English Department Head

(617) 997-4511

Frederick Cole, Social Studies Department Head

(617) 997-4511

Program Goals

- To address, through the study of history and literature, the philosophical, psychological and artistic significance of the Nazi Holocaust and the lessons it provides for the future concerning individual and group attitudes and behavior
- To supplement existing course materials in history and literature curricula with new units relating to the Holocaust

Program Description

When the Holocaust Education program was proposed by the Jewish Federation of Greater New Bedford in 1983, it was enthusiastically received by the Superintendent and faculty of the New Bedford Public Schools. The chairmen of the English and Social Studies departments were asked to serve as joint coordinators of the program and subsequently developed a team approach, which has proven very successful in the planning and implementation of the program.

Special units dealing with the period 1933-1945 have been designed by Social Studies and English teachers, with the assistance of the Jewish Federation of Greater New Bedford. According to English Department Head, Charles Robinson, the agency has served as an ongoing clearinghouse for materials, guest speakers, and textbooks. In his words, "The agency's assistance has been a superb example of community outreach that has generated valuable resources, both educational and financial." The program has implemented enriching components related to the Holocaust to currently existing courses of study, rather than initiating new courses. For example, in English classes, the novels 'Diary of Anne Frank' and 'The Sunflower' have been added to the curriculum and are discussed in terms of their literary quality and historical significance. Other print and non-print materials have been added to school libraries and guest lecturers, such as survivors of the Holocaust, visit classes during the school year. In addition, the Federation sponsors annual essay contests and provides funds for school staff members to attend various conferences.

Currently, twenty faculty are involved at the junior and senior high school levels and members of the school department's administrative and teaching staff serve on the Federation's Holocaust Committee.

Over 1000 students are now involved in Holocaust Education and, according to Robinson, "Through this outstanding program, students have been made aware (many for the first time) of the fact of the Holocaust, of genocide, and of its possible recurrence. They have been reminded, too, of their own humanity and of the responsibility which it brings. Also, they have developed an appreciation of the artistic work generated from the pain and courage of the victims of the Holocaust." The program continues to be expanded on the secondary level and plans are being formulated to implement it in Grade 6.

Program: Peer Education Program (PEP)

Grade Level: 9-12

Target Group: All students

School System/School: Gardner High School

Address: 200 Catherine Street, Gardner, MA 01440

**Contact: Dr. Michael V. Pregot, Principal
(617) 632-1600**

Program Goals

- To provide information, community awareness, and prevention programs in the field of Drug/Alcohol Abuse
- To train clusters of high school students to serve as discussion leaders and facilitators in drug/alcohol education sessions at the elementary, junior and senior high schools
- To offer Drug/Alcohol Awareness Programs for parents in the general community
- To offer counseling and referral services for students experiencing personal trauma

Program Description

The PEP program was jointly initiated in the Spring of 1984 by the Gardner High School Principal, Dr. Michael Pregot, and James Dickinson, North Central Human Health Services, as a direct result of a national campaign to organize community based drug and alcohol awareness programs. It began as a collaborative effort between Michael Pregot, Drug/Alcohol Counselor James Dickinson, and Reverend John Heydenrich, Pastor of the Lutheran Church. A broad based planning committee, comprised of educators, clergy, social workers, law enforcement officers, parents, and students was established and this committee formed the Chemical Task Force, developed the Peer Education Program, and adopted as its main goal the early prevention of substance/alcohol use.

In fall 1985, PEP was implemented and the first group of sixteen high school students received at least 60 hours of training as peer counselors. Pregot reports that a total of 90 hours of training is scheduled and students are required to complete at least 60 hours to qualify as peer counselors. The training was conducted by a team drawn from agencies and support systems in the community, including North Central Human Services; Youth Advocacy Counseling; school, clergy, police and Parent-Teacher Organizations; Gardner/Althol Mental Health; Department of Social Services Office for Children; private counselors, medical personnel and the Probation Department. This community team provides training on a volunteer basis over a three week period. The sessions, which are held after school, in the evenings, and during week-ends, are organized by James Dickinson, Drug/Alcohol Counselor, who ensures that the content is appropriate and relevant. Additional two hour training sessions are scheduled

once a month throughout the year, during which time guest speakers discuss topics and issues that are of particular concern to the peer counselors. Pregot reports that, since the program's inception, training has addressed legal issues; drug/alcohol use and abuse; medical effects of chemical substance intake; referral systems; counseling techniques; parent support groups and the "tough love" program; self-esteem; sexuality; decision-making; peer pressure; and suicide. In addition, an internal support group for peer counselors meets once a month. The group is led by a psychologist from the North Middlesex Mental Health Association, who provides the students with guidance, direction, and assists them in resolving personal issues and concerns.

On completion of their training, the peer counselors work with students in Grades 5, 7 and 9 through 12. They focus on drug/alcohol abuse and related issues by presenting skits and role-plays, sharing information, counseling students as the need arises, generating a support system for youth in need, and providing referral to appropriate agencies when additional help is necessary. According to Principal Pregot, the accomplishments of the PEP Program have been considerable and have included:

- Greater awareness and sensitivity among students of issues relating to chemical substance abuse
- Greater communication among social agencies and the school
- Increased information sharing and support among all community groups
- Leadership training for students
- Development of a catalyst for addressing other important student issues such as peer pressure, sexuality, crisis intervention and self-esteem

The PEP program is governed by a Board of Directors comprised of representatives from all community agencies in the town. It is currently in the process of incorporating and has received a grant of \$8000 from the local United Way to fund a 20 hour a week Coordinator position.

Pregot looks forward to expanding the program to include Grades 4 and 6 and, in future years, Grades K-3. In his words, "We hope the PEP program will aid those young people with problems in the area of alcohol/substance abuse and prevent, through a strong educational program, such problems from arising in the future. By providing information, opportunities for discussion, counseling and support we hope to enable our young people to cope with the issues and pressures confronting them."

VI. INTEGRATED APPROACHES: PROGRAMS THAT EXEMPLIFY TWO OR MORE COMMUNITY EDUCATION PRINCIPLES

Program: Distributive Education

Grade Level: 10 - 12

Target Group: All students

School System/School: Taunton High School

Address: 50 Williams Street, Taunton, MA 02780

Contact: Joseph Ferreira, Distributive Education Coordinator
(617) 823-8181 Ext. 163

Program Goals

- To establish two retail businesses (one in the school and one in the Taunton business district) run by the students of Taunton High School
- To provide students with hands-on activities and experiences that are useful training for employment in the retail segment of the economy
- To give students skills and knowledge that are marketable to prospective employers after graduation from high school
- To develop in students good interpersonal skills and positive attitudes that will be conducive to obtaining and maintaining employment
- To establish the program as an integral part of the school curriculum
- To promote public awareness and community support through participation in local trade expositions, monthly sales promotions, and State Distributive Education Association activities

Program Description

The Taunton High School Distributive Education program synthesizes classroom instruction in marketing, management, and retail merchandising techniques with hands-on application of business principles through on-the-job training in the program's two retail gift stores, "Made-By-Us." The program enables students "to learn by doing," with both the downtown store and the in-school facility serving as learning centers. The program of instruction involves classes in the morning for all students; senior students are released from school to work in the downtown store (located in the Taunton business district) a mandatory five hours a week. However, according to project coordinator, Joseph Ferreira, the average student

usually spends ten to fifteen hours per week in activities pertaining to the running of the downtown facility. Junior students in Distributive Education attend classes each day and work a minimum of three hours per week at the in-school store. Students also work during peak business hours at the downtown location, to insure at least five hours per week of hands-on training during the school year.

Instructional methods used in the Distributive Education courses include discussion, case studies, audio-visual presentations, lectures, field trips, and on-the-job training. The textbooks for the program focus on the simulation of real business problems and situations which require solutions. Projects acquaint students with methods of research and expose them to new subject areas. The project's retail stores sell merchandise made by students (arts and crafts, industrial arts items, woodwork) and some merchandise that is purchased as inventory. The gift shops are self-sustaining: the downtown facility is leased and abides by the rules and regulations governing downtown merchants. Profits from "Made By Us" are used to cover business operating expenses.

The Taunton High School Business Department initiated the Distributive Education program in 1975. However, in January 1984 Superintendent Dr. Gerald Croteau completely revitalized the program by introducing the downtown store. He obtained support for the project from the local Chamber of Commerce and a Distributive Education Advisory Board was formed. The Advisory Board is comprised of six community representatives, the Superintendent of Schools, the Taunton High School Principal, the Business Education Coordinator, and the Distributive Education Coordinator. In addition, a student Board of Directors, comprised of four seniors and two juniors, meets monthly and participates in meetings with the Chamber of Commerce Board. The students are elected annually by their peers in the Distributive Education program and, according to Ferreira, "the Student Board of Directors may accept or reject the recommendations of the Advisory Board."

During the 1984-85 academic year, this program served sixty-five students at Taunton High School. Each junior student in Distributive Education I completed the required theory and classroom work and performed on the job tasks in the stores such as general cleaning, packaging items for shipment, wrapping/unwrapping packages, sealing, delivering, telephone responsibilities, loading and unloading merchandise, bagging, stocking shelves, sorting stock, pricing, stencilling boxes and other merchandise, and operating the cash register. Each senior student in Distributive Education II is involved in the planning and management of the business with responsibility for personnel, accounting, advertising and public relations, display, inventory control, purchasing, and personnel training. A business manager supervises all activities in the downtown store and the program coordinator in consultation with the manager conducts weekly evaluations of the students' progress.

Teacher/coordinator Ferreira is responsible for coordinating in-school training with training at the downtown work station. Superintendent Croteau, Headmaster Peter George, and Business Education Coordinator James Ritchie, all of whom are integrally involved in the planning and organizational functions of the project, provide administrative support. In addition, a full-time advisor is responsible for developing community resources and serves as a liaison with the Chamber of Commerce and Advisory Board. He also recruits speakers from the business community to conduct presentations on relevant topics for students in the program, fosters local industrial support, and promotes the program through ongoing public

relations efforts. Funding for the program (\$55,000 per year) is provided by a two year JPTA grant through the Bristol County Private Industry Council. This grant covers expenses incurred for the operation of the retail facility such as rental, utilities, staff salaries, store redecoration, supplies, equipment, advertising, and insurance.

According to Ferreira, the response from students, their families, and the community has been very positive and students, staff, and administration are encouraged by the successes of the Distributive Education program. Student enrollment in the program is increasing and there is greater public awareness and community support as a result of the public relations campaigns, participation in local trade expos at the Taunton Mall, monthly sales promotions, and students' participation in state Distributive Education activities. A program of study designed to meet the needs of disadvantaged students has been integrated into the school program and there has been a subsequent decline in the high school drop out rate. Because of the experience gained in the Distributive Education program, students have been able to enter the job market in positions above the entry level.

In order to successfully implement the project, the administration and staff utilized the following process:

- Superintendent and Headmaster generated awareness of the need for a program of study to meet the needs of potential drop-outs.
- Taunton High School Business Department formulated and wrote up the program.
- The program was promoted in the community and support was obtained from the Chamber of Commerce and local retailers.
- Local funding sources for seed money were identified and a proposal was submitted and accepted.
- Prospective student candidates were recruited and interviewed for enrollment in the program.

According to varied surveys, distributive occupations account for over 50 percent of all occupations and Taunton is known as a center for retailing in the area. As stated in the program rationale, "The High School is able to meet the needs of our area youth by providing work experience and knowledge in the field of marketing and retailing."

Program: Kids Interacting Creatively (KIC)

Grade Level: 5-6

Target Group: Academically talented students from diverse cultural backgrounds

School System/School: New Bedford Public Schools

Address: 455 County Street, New Bedford, MA 02740

**Contact: Diane Souza, Chapter 636 Coordinator
(617) 997-4511
Carol Rodrigues KIC Teacher
(617) 997-4511 Ext. 441**

Program Goals

- To foster meaningful interaction among students who are culturally, ethnically, and racially different from one another
- To develop research skills, independent inquiry, creativity, and leadership training
- To promote sex equity

Program Description

The KIC program was initiated in 1976 by the Superintendent, Assistant Superintendent for Elementary Education, Chapter 636 Federal Director, principals and interested teachers. It is housed at the Sargeant William H. Carney Academy and serves sixty academically talented fifth and sixth grade students from New Bedford's twenty-two elementary schools. These students are, by design, culturally, ethnically, and racially diverse.

Each day, Monday through Thursday, four different groups composed of 15 cross-cultural, multi-racial students leave their home classroom and attend the KIC program for a full school day. Each week, September through June, this cycle of students repeats itself so that each group attends the program one day a week throughout the school year. In this way, each group of 15 students receives 37 days of instruction, approximately 185 hours per year. On Fridays of each week, students remain in their "home classrooms" in their schools and the KIC teacher visits home room feeder teachers, reviews and revises the program of instruction, plans and develops new curriculum, and develops parent involvement activities.

KIC teacher Carol Rodrigues reports that the program of instruction at the Center emphasizes ethnic studies, multicultural awareness, development of research skills, independent inquiry, creativity, leadership training and sex equity. Curriculum units and learning activities have been developed to foster these objectives through a range of activities:

- Students develop interviewing skills by preparing a list of interview questions, interviewing a KIC classmate, and introducing the "interviewee" to the group.

- Students learn how to create a self-portrait, introduce themselves to classmates with the aid of self-portraits, and teach classmates at their "regular" school how to create self-portraits.
- Students research ethnic neighborhoods, obtaining information from parents' talks on New Bedford neighborhoods, slide shows, depicting members from diverse ethnic groups, flimstrips on immigration, visits to exhibits of ethnic groups at a nearby university and a fine Arts Museum, and a tour of New Bedford's neighborhoods. Using research and interview techniques, students obtain from parents and individuals in the community data about their ancestral homes. They also learn ethnic songs and dances and investigate holiday customs of various ethnic groups. The students share this information in oral reports in regular classrooms in the feeder schools, prepare ethnic celebrations, and conduct group presentations on diverse holiday traditions.
- Students expand their career awareness by utilizing reference materials at the Carney Career Center and interviewing workers at different job sites. Guest speakers include men and women in non-traditional roles and careers who discuss issues such as stereotyping and discrimination. Students also explore these issues through role plays, skits, research, and reports.

Other enrichment activities focus on current affairs, computer literacy, drama, puppetry, foreign language study, ethnic cooking, research on assigned topics, and creating cartoons and comic strips to teach classmates about historical events. In addition, creative writing classes have produced holiday poems and prose that students have shared in readings at nearby rest homes.

Parent involvement is an integral part of the KIC program. Parent meetings are held regularly throughout the year to obtain input into the KIC curriculum. Parents also serve as resource persons and guest speakers in the classrooms and at special class sessions. They are involved in the planning and implementation of fund-raising activities and act as chaperones on class trips. Parents organize cross-cultural activities and assist students with a variety of projects on topics such as ethnic holiday customs, ancestral homes and family trees, and immigration. Parents are also involved in the evaluation of the KIC program. According to KIC teacher Carol Rodrigues, "There is ongoing communication between parents and the KIC staff, through meetings, classroom conferences, telephone discussions, and regular newsletters to parents to update them on program activities."

The KIC program enjoys the strong support of the School Committee, the Assistant Superintendent for Elementary Education who serves as the project director, school administrators, and the faculty. According to Rodrigues, this support has been manifest in the flexibility granted to the KIC staff in developing curricula and program activities and in the cooperation and assistance given to the KIC staff regarding schedules, use of the cafeteria and support services, and infusion of KIC activities into the regular core curriculum. For example, teachers from feeder schools provide suggestions to KIC staff on curriculum development, field test multi-cultural curriculum materials with KIC staff, plan and implement field trips, and participate with principals in the evaluation of the KIC program.

The program is coordinated by the Chapter 636 Coordinator with one full time KIC teacher and a full time aide. Funding of \$44,000.00 is received from the Bureau of Equal Educational Opportunity and the Division of Curriculum and Instruction of the Massachusetts Department of Education. Rodrigues views the project as a true team effort involving Chapter 636, the KIC staff, the principals, approximately fifty teachers from New Bedford's feeder schools, parents, and students.

According to Rodrigues, "The KIC program has resulted in significant cross-cultural carry over into the regular school day, with a broadening of perspectives by the school-wide population and greater understanding and awareness of and interaction among students who are culturally, ethnically, and racially different from one another. It has also been successful in enriching basic skills through learning by inquiry methods, improving research skills, developing creativity, and providing leadership training. Testament to its success is the fact that KIC has served as a prototype for other 636 programs throughout the state."

Program: Little People's Day Care

Grade Level: Preschool - Grade 1

Target Group: Families requiring comprehensive day care services, special needs pre-school students, and kindergarten and first graders requiring after school care

School System/School: Blackstone/Millville Regional School System

Address: Blackstone Millville Regional High School, Lincoln Street, Blackstone, MA 01504

Contact: Christine DiLibero, Director

(617) 883-1332

Rita DiLibero, Assistant Director

(617) 883-1332

Program Goals

- To provide comprehensive quality day care services to Blackstone-Millville residents
- To provide services to special needs pre-school children in the community
- To provide before and after school care to kindergarten and first grade students

Program Description

In Fall 1980, a fact-finding commission of the towns of Blackstone and Millville confirmed the need, already identified by the area Office for Children, for comprehensive local day care services and services for special needs preschool children in the community. The coordinator of Chapter 766 in the schools, Rita DiLibero, was appointed to form a committee to create a day-care program to address these needs. The Superintendent of Schools and the School Committee made available, for a token fee, space and utilities in the Blackstone/Millville Regional High School and, in the words of Director, Chris DiLibero, "Little People's Day Care Center was born!"

The collaborative relationship between Little People's Day Care and the public school system is innovative and mutually beneficial. The school system provides space, utilities and nutritionally balanced hot lunches served by the school cafeteria, which is located in the same building. Little People's Day Care offers its services to the residents of Blackstone and Millville and, for a fee, the school department contracts with the Center to provide services for special needs preschool children. The center provides a laboratory experience for students enrolled in the high school child development course and offers educational programs for personnel and parents, on topics such as first aid, CPR, child abuse, and parenting skills.

Currently, there are fifty-four students registered in the Day Care Program, of which five are special needs preschool children, aged 3-5 years. DiLibero reports that daily program activities include informal play, "circle time," in which the children divide into two groups (3 years and 4 years or older) to say the pledge of allegiance, sing songs, participate in "show

and tell," identify the date and discuss the weather. Outdoor activities are scheduled when the weather permits and each day a period of time is spent in cognitive work based on a weekly theme, such as shapes, numbers, colors, parts of the body, animals and holidays. There is also story-time, hot lunch, a rest period and, in the afternoon, art and crafts, games and unstructured play. In addition, special events are scheduled throughout the week, including a guitarist who provides musical experiences for the children twice a week, cooking or science activities, birthday celebrations, theater visits, apple picking and trips to a local park and animal farm.

According to DiLibero, the special needs preschool students are mainstreamed for most daily activities and receive specialized services in the areas of speech and language development. A speech and language therapist from the school department works with the special needs preschoolers two or three times a week and assists parents in reinforcing skills developed at the center. Also, a teacher of the blind visits the Center to work with a visually handicapped student and provides guidance and resources to the child's family and teachers. The School Adjustment Counselor provides counseling and support to parents, without charge.

DiLibero reports that the scope of the program has been expanded to include before and after school care for kindergarten children attending half-day school sessions and after school care for first grade students. After school activities include arts and crafts, cooking, physical education, outdoor activities and informal, unstructured time. The Center transports children to the local YM and YWCA for swimming and gymnastic classes and the school department provides transportation for students to the Center for after school care.

The staff of Little People's Day Care includes a director, with a degree in special education, an assistant director, who is an R.N. and early childhood educator, a head teacher with a master's degree in early childhood education, and two teachers qualified through Office for Children regulations. Three teaching assistants and a college intern, majoring in Early Childhood Education, completed the staff in 1985-86. The cost per child is \$70.00 a week for full day tuition and these funds are used to pay staff and for all other expenses.

An active Advisory Board meets every two months to discuss agenda items, submitted by the Director and the President of the Board. The Board is composed of parents, the director of the Center, a school committee member, a school guidance counselor, and representatives from the community. Members serve terms of two consecutive years, provide input into decisions pertaining to the management and coordination of the program, and offer suggestions for program activities and in-service courses for personnel and parents. The Advisory Board also assists with recruitment of community volunteers, who have raised funds to improve the facilities.

Since the program's inception in 1981, the qualified, caring staff of Little People's Day Care have provided valuable services to working mothers, single-parent families, families requiring counseling and support, and special needs preschool children and their parents. In DiLibero's words, "The goal for the future is to be aware of the changing needs of the community and to be ready to address those needs in whatever ways we can."

Program: School-To-Work Transition Program (STWP)

Grade Level: 9-12

Target Group: Regular and special needs students from Wareham and Old Rochester Regional High Schools

School System/School: Wareham/Old Rochester Regional High Schools

Address: Wareham High School, 54 Marion Road, Wareham, MA 02571
Old Rochester Regional High School, 135 Marion Road, Mattapoisett, MA 02736

Contact: Kathleen Titus, Coordinator
(617) 295-1710 and (617) 758-2311

Program Goals

- To provide an instructional program at each school that combines academic competencies (building basic skills in math and English) with functional competencies (preparation for entry into the world of work)
- To modify the existing school curriculum to reflect local business input in the basic skill areas
- To provide computer assisted instruction in both the academic and functional areas
- To provide internships for 11th and 12th grade students in area businesses and public agencies
- To provide career education seminars on world of work topics
- To provide career counseling and assessment to students

Program Description

The School-to Work Transtion Program provides an innovative educational experience that combines a structured in-school academic program with a daily work-site experience based on a students' interests and abilities. As students move through the internship process they begin to formulate goals that will assist them in selecting courses and making the transition from school to the workplace and/or post secondary training.

The main components of the program include:

1. Supervised work internships at local businesses and public agencies
2. Computer assisted instruction to improve basic skills in English and math, broaden occupational knowledge, and develop positive work attitudes and habits

3. Individual career counseling and support services for students during their work internships, and vocational assessment
4. Career education seminars which focus on developing self-awareness, job awareness and interpersonal skills

During the summer of 1984, teachers visited area businesses, talked with managers to obtain information and materials, and developed curriculum units for both academic and functional competencies. Supervised work internships have been developed with businesses and human service agencies in Wareham, Marion and Mattapoisett. According to Coordinator Kathleen Titus, "Employers (community sponsors) are interviewed by the program coordinator to explain the internship process and determine interest in the program." Once sponsors agree to participate, they complete an Employer Profile form which is given to the student interns to examine. Students select up to three places to interview before placement in an internship. Career education seminars focus on preparing students for the workplace and developing employability skills. Community resources such as field trips and speakers are used to enhance the curriculum. A student text was developed, and is used to teach career development goals.

The School-To-Work Transition Program (STWP) was initiated through the collaborative efforts of Joan Walsh, Superintendent, Old Rochester School District, Frederick Tuttle, Director of Curriculum of Wareham, and the Office for Job Partnerships. While serving on a joint educational task force, Walsh and Tuttle learned of funding opportunities through OJP. Because both school superintendents had a commitment to working with the business community and were from towns that were small and closely situated, a joint funding proposal was developed and submitted.

The Office for Job Partnerships awarded funding to STWP in the amount of \$100,000 for the 1985-86 school year. This has enabled the staff for the program to be increased from four (coordinator, two aides, and a driver) to six (an instructor and a second driver). The coordinator is responsible for overseeing and managing the program and develops the internships with area businesses and community agencies. The instructor is responsible for developing computer assisted instruction and communicates frequently with OJP on the development of comprehensive competencies. The program aides are involved in all facets of the project and work directly with students on the computers. The STWP staff interacts with school personnel to promote the program and recruit students. While students may elect STWP as part of their program of studies, according to Titus, "the faculty is encouraged to recommend students whom they feel will benefit most from this program."

The STWP staff works closely with the guidance department and coordinates regular communication between teachers and counselors. In addition, quarterly meetings are held with administrators from each high school, the OJP, and the program coordinator. Titus reports that these meetings provide a framework for communication and planning in the implementation of the School-To-Work-Transition Program.

Since its inception in 1984, the accomplishments of STWP have been impressive: forty-two students were served in the first year and the numbers are increasing each year. Future

planning will result in an extension of services to include grades 9 and 10. During the first year, twenty-five businesses and public and private agencies provided thirty-five internships. In 1985-86, the Chamber of Commerce became part of STWP, resulting in the development of four new internships. Titus reports that there is, also, an increase in community, faculty and student awareness and interest in the program as a result of a successful videotape, monthly news articles, and the development of the Speakers Bureau, all of which effectively promote the program.

Computer Assisted Instruction is a separate component of the program for students who need help in the basic skills of math and English. Special needs and regular education students are referred by their teachers for extra help in specific areas. Students use their study hall periods to come to the computer room for help. This has been a very successful part of the program because students are in a self-paced instructional program where they are not only building skills, but gaining computer skills.

According to Titus, the following step-by-step planning process contributes to the successful implementation of STWP:

- Plan project and determine budget
- Meet with school administrators and plan strategy for implementing the program
- Meet with representatives from the business community and design internship process
- Plan student orientation to recruit and register students (build STWP into Program of Studies as an elective)
- Interview students to determine career interests
- Plan career education seminars and initiate speakers bureau

In Titus words, "Developing internships is an ongoing process throughout the year. When school begins, students must be prepared to be interviewed and have a resume and application to present. It is important to meet with students during the month of September to prepare them for their internship. Students are usually ready to begin the internship in October. Thereafter, regular communication with the employer is necessary to ensure successful placements. Also, it is important to meet with students individually after the first two weeks of their internship." Students are evaluated quarterly by their supervisor, and receive a grade for credit. Many students are offered part-time employment after school and during the summer.

This outstanding program utilizes community resources, school/business and school/agency collaboration, and community-based learning programs to greatly enhance learning and job opportunities for the students in Wareham and Old Rochester high schools. In the words of Superintendent Joan M. Walsh, "We are the only school-based program funded by the New Bedford, Cape, and Islands Private Industry Council... This joint program is innovative and is intended to be a model for small high schools."

Program: Spectrum (Gifted Program): Enrichment Seminars/Mentorship Program

Grade Level: K-8

Target Group: All students at both middle schools and five elementary schools

School System/School: Somerset Elementary/Middle Schools

Address: Somerset North Middle School, Whetstone Hill Road, Somerset, MA 02726

**Contact: George F. Joseph, Jr., Superintendent's Designee, Middle School Spectrum Program
(617) 675-0331**

Program Goals

- To provide the general school population with enrichment activities fostering interests in a variety of areas
- To provide students in Somerset's Spectrum gifted program with adult mentors for individual research projects

Program Description

Enrichment seminars and mentorships are two of the valuable components in Somerset's Spectrum gifted program. These programs have resulted in (1) the integration of a gifted program into the regular curriculum and (2) the utilization of community resources in the schools. The enrichment seminars provide a broad range of diverse interesting and educational experiences that enhance traditional curriculum offerings. They also generate ideas for potential in-depth investigation and research by gifted and talented students participating in the mentorship program.

Seminars are offered three times each year and presenters include faculty, administrators, guidance personnel, and interested individuals from the community. These community resource people are recruited by staff and through mailings publicizing the program. According to Spectrum Coordinator George F. Joseph, Jr., twenty adults from the community are involved in the program at any given time. Individuals from the community also assist in the mentorship program, which matches Spectrum students with mentors in a one-on-one relationship for research projects and in depth study of a particular area of interest.

Suggestions for seminars are submitted by teachers and students and are approved by the coordinator for gifted and talented instruction, the assistant superintendent, and resource room personnel. Each seminar lasts about 2-1/2 hours and includes some "hands-on" activity to promote student participation and interest. Seminars are offered during the mornings of 'release-time' days; students sign up for seven seminars (in order of preference) two weeks before the seminars are scheduled and, whenever possible, are assigned to their first or second choice. A sample of seminar offerings during the 1985-86 school year included the following:

South Middle School:

Racquetball—An Introduction (Tour of the local facility, with individual instruction by club pro)

Conditioning—An Introduction to Nautilus Training (Same as above, with weight training and conditioning)

Providence Journal—Newspaper Tour

Candlewicking

Pantomime

Flowcharting

Introduction to Table Tennis

Airplane Trivia (Students learn aeronautic design and create paper airplanes using the principles they learn)

How to Stencil

What's Inside a Shark? (Marine biology with student teams dissecting sharks)

Scavenger Hunt for Information (Material utilization program offered at the local library)

Make Your Own Books

Needlepoint

Ships of Yesteryear (Tour of Fall River Marine Museum)

Basic Woodworking

Batik

Film-Sound Effects and Music (Students make sound effects for a silent movie)

Cut Stain Glass Design

The Art of Ballroom Dancing (Professional dance teachers give instruction on modern dance techniques)

"Baubles, Bangles, and Beads" (Students learn to make jewelry)

"Let's Make Bread"

Stenciling

Recording Company Tour (Student instrumentalists make their own record after learning the appropriate techniques)

Flower Arranging

Geometric Mobiles

Gymnastics

War Games (Students learn historical simulation techniques and "refight" the battle of Mobile Bay using scale models)

Auto Mechanics

Be a Movie Critic (Students learn critical technique on "Raiders of the Lost Ark")

World War II Artifacts (Students see W.W.II artifacts, learn to pitch "pup tent," and cook "C-Rations.")

Cribbage for Beginners

Contour Drawing

Using an Electron Microscope (Students tour electron microscope lab at Brown University and try microscope technique.)

North Middle School:

Fast Pitch Softball for Girls

Advanced Logo, Phase I

Miniature Golf (Indoor course created by instructors)
 Historical and Political Cartoons (Technique taught by staff member)
 Model Airplane Building, Part II (Students build flying aircraft)
 A Trip to the Vet's with Misty (Tour of veterinarian's facility, along with an explanation of proper animal care)
 Calligraphy
 Your Passport to France (Multimedia presentation on France, with culture and food stressed)
 A Visit to the Marine Museum
 Cribbage for Beginners
 Pizza Making
 SCUBA
 A Tour of the Water Treatment and Sewerage Treatment Plants
 Ceramics
 Acrylic Painting
 Design Your Own T-Shirt
 Crocheting
 Needlepoint for Beginners
 Photography: A Look at Polaroids
 Tour of England (Like Passport to France, above)
 Trivia Quiz for Kids
 Vietnam at War (Multimedia presentation on Vietnam War by veteran helicopter pilot/science teacher on staff)
 Making Molded Chocolates
 Economy: Shopping with Coupons (Consumer economics for kids)
 Behind the Headlines (Operations of a newspaper)
 Fundamentals of Football
 Musical Puzzle Encounters (Creation of musical puzzles by students using basic musical concepts)
 Double Play (Sports card collecting as a hobby)
 Electronic Music Composition

The Enrichment Seminars/Mentorship Program is staffed by six Spectrum teacher/coordinators, two general coordinators, and a part-time consultant. Community presenters and mentors volunteer their time and the Somerset School Department pays for materials and transportation to on-site seminars. According to the program coordinator, cost of materials during the 1984-85 academic year was approximately \$2000.00.

The Spectrum program was initiated five years ago by the superintendent and assistant superintendent. An advisory board composed of educators, parents, and community leaders was appointed by the superintendent to participate in the planning of Somerset's gifted program, of which the enrichment seminars and mentor components are an integral part. Five sub-committees worked on identifying models, reviewing prototypes, developing a philosophy for the Somerset program, defining goals and objectives, and developing evaluation criteria. Their work resulted in the formulation of the Spectrum program which, with school committee approval, was implemented in 1981. According to Assistant Superintendent Sullivan, the advisory board continues to play an active role: it reviews any changes in the program, assists with recruitment of community resources, evaluates the program, and makes recommendations concerning its development and expansion.

In the words of George F. Joseph, Jr., Superintendent's Designee, Middle School Spectrum Program, "Spectrum is a wonderful program of which we are justly proud. It benefits approximately 1500 students and, although the mentorship component is still in its infancy, plans are being developed to create a resource bureau of mentors under the guidance of a panel of teacher-administrators, utilizing a computer data-base."

Program: Step into Society Week

Grade Level: 6-8

Target Group: All students

School System/School: Quincy, Central Middle School

Address: 1012 Hancock Street, Quincy, MA 02169

Contact: Mary Catherine Iannoni, Head Counselor
(617) 786-8725

Program Goals

- To develop career awareness and generate informed decision-making on program selections for high school
- To promote social awareness by addressing issues such as drug abuse, politics, the law, the homeless, and stereotyping
- To foster awareness of and appreciation for the accomplishments of others
- To assist students in considering the future more realistically

Program Description

Since its inception in 1980, Step into Society Week has provided students with information on a variety of career areas and social issues. Guest speakers from the community share their expertise with students through classroom presentations, question and answer sessions, and exhibits. Each year a different theme is selected and speakers are drawn from a broad spectrum of career areas: communications, sciences, arts, technology, business, public service, agriculture, health, law, sports, construction, environment, recreation, criminal justice, human services, politics, nutrition and food service, fashion, transportation, and banking. In addition, workshops addressing social issues such as drug abuse, the homeless, alcoholism, and role stereotyping have been presented.

The week long program has three components:

1. **Guest speakers:** Community representatives are invited to share their expertise with students during classroom presentations.
2. **Career Day:** 35-40 exhibitors spend the day in the Learning Center and make small group presentations to the school's 600 students.
3. **Day for the Arts:** Quincy High School provides a musical production.

Step into Society Week is coordinated by the Guidance Staff with the support of the Principal, the administration, and instructional staff. An active seven member parent forum participates in the planning of the week, recruits speakers, acts as community liaison, and assists with serving the Career Day luncheon. A student senate forum also provides input into the selection of programs and issues and students serve as guides and hosts throughout the week. Students and staff from the city's high schools participate in the program in the following ways:

- Representatives from the high schools' Science, Foreign Language, Business, Theater, and Music Departments and Computer and Drama Clubs are exhibitors during Career Day, together with community exhibitors from diverse career areas. These presentations allow the high schools to provide orientations and one-on-one information sharing to Middle School Students.
- Quincy High School presents a musical review or variety show during the Day for the Arts component of Step into Society Week.
- Students from Quincy Vocational Technical High School conduct demonstrations and prepare the luncheon on Career Day.

In addition, students prepare for Step into Society Week during Teacher/Advisor time which meets one period a week. These sessions focus on career awareness and preparation; student expectations; obtaining appropriate information; and assisting students in achieving maximum benefit from the program.

Successful implementation of Step into Society Week relies on the following attention to detail:

- Planning time with teaching staff, parent forum, and pupil personnel team
- Selecting an annual theme
- Recruiting speakers to carry out the theme
- Mailing letters of invitation to guest speakers
- Mailing return inserts to indicate exhibitors' need for tables, wall space, and audiovisual equipment
- Scheduling and printing program
- Obtaining necessary equipment and supplies
- Training guides and hosts/hostesses
- Coordinating high school student and staff involvement
- Recruiting, through the parent forum, parent volunteers to assist with the Career Day luncheon

- Mailing final reminders to guest speakers two weeks before the program commences

The program is funded through monies raised by students' projects and a faculty/parents basketball game. While postage is absorbed by the School Department, a volunteer types all of the correspondence that is involved.

The program serves all Middle School students and, according to Head Counselor Mary Catherine Iannoni, has promoted career awareness and helped generate better informed decision-making on program selection for high school. In addition, as a result of parent involvement in this program, the parent forum is now providing input into other areas of guidance programming. Step into Society Week has also strengthened school/community relationships, provided students with an orientation to the high school, and heightened awareness of social issues. Iannoni hopes that in the future this program will encourage Middle School students to undertake a community project focussing on one of the issues addressed during Step into Society Week.

Program: Woodland Street Community School Advisory Council

Grade Level: 1-6

Target Group: All students

School System/School: Worcester Public Schools

Address: 93 Woodland Street, Worcester, MA 01610

Contact: David R. Braley, Principal
(617) 799-3562

Program Goals

- To provide support in the planning and implementing of the regular K-6 program
- To plan and assist with the implementation of the extended day program, evening classes and summer school
- To implement an ongoing community assessment process to determine local community wants, needs, and resources and to coordinate efforts with other agencies to meet the needs of the community

Program Description

The Woodland Street Community School Advisory Council brings together a representative group of parents, school personnel, and community representatives to plan, monitor, evaluate, and raise funds for community school programs that benefit students, parents, and members of the local community. Since its inception in 1968, the Council's activities have included outreach and volunteer recruitment for the regular school day, extended day and summer school; fundraising for the Clark University matching program; extended day and summer school programs; and community assessment to ascertain local needs and resources.

Working closely with the Principal and his Assistant, the Advisory Council is involved in ongoing outreach efforts to the community to recruit volunteers for the regular school day and extended day programs. Currently, thirty volunteers provide basic skills tutoring, clerical assistance, multi-cultural enrichment experiences, and tutorial help. In addition, they work as aides in K-6 classes and assist with a variety of recreational activities in the extended day program.

In accordance with its goal of providing support to the regular K-6 program, the Council has endorsed the Clark University/Woodland Street School matching program. For the past six years, Principal David R. Braley, the Assistant Principal and the Advisory Council have undertaken this collaborative project, in which Clark University students are matched with Woodland Street Community School elementary students in a one-on-one relationship. University students meet with their Woodland Street students for at least two hours a week. While they participate in organized activities, field trips, holiday celebrations, and roller

skating, according to Braley, their greatest impact comes from the informal, unstructured time matching students spend together through the Woodland Street students' visits with their counterparts at Clark University. The caring brotherly/sisterly relationships that develop foster improved self-esteem and provide the elementary school students with good academic role models.

During the 1985-86 school year, 140 Clark University/Woodland Street students were successfully matched. The community school students were referred to the program by teachers, guidance counselors and parents, with the Assistant Principal and two Clark University Student-Coordinators responsible for screening, matching and following up with all participants. The Advisory Council also plays a key role in this outstanding program. Each year it writes and submits proposals for funding for the program to the Greater Worcester Community Foundation and the Clark University Student Government. Both proposals have been accepted each year and the council has obtained \$2000.00 from the Foundation and \$2000.00 from the Clark University Student Activity Fund to pay for general program activities, transportation costs, and stipends for the two Clark University Student Coordinators. In addition to submitting these funding proposals, the Council monitors and evaluates the program.

Another important function of the Council is its involvement in assessing local community needs and formulating programs to address these needs. Two years ago, the Principal, Assistant Principal, and the Advisory Council conducted a bilingual survey of families of students at the school to determine the role of the school in meeting social needs and fostering personal growth. In response to the survey, evening programs in the school offered the following courses and activities: high school equivalency preparation, ESL for adults, hands-on computer literacy, typing, math, "how the school system works," parenting skills, and a variety of recreational programs such as arts and crafts, aerobics and ethnic cooking. According to Braley, suggestions for evening programs emanate from council members throughout the year and are implemented if there is sufficient interest and adequate enrollment (as the evening programs are self-supporting).

Since Proposition 2-1/2, the Advisory Council also has increased its fund raising efforts. In addition to obtaining Community Foundation grants, it holds traditional fundraisers for the extended day program and each fall solicits neighborhood businesses. According to Braley, each council member is responsible for a particular task during the solicitation campaign, such as identifying local businesses, mail solicitations, follow up requests, and acknowledgements of donations.

The council membership composed of four parents, the school principal, two other school professionals, and five community representatives, meets eight times a year. There is no limit on the number of years a council member may serve and currently council members have served an average of five consecutive terms. Braley feels that this continuity of membership contributes to the council's effectiveness and is testament to a good working relationship between the council, the school, and the community. "The council knows that its suggestions and recommendations are heeded and council members realize that they can make an impact." Their commitment to the concept of community education benefits 400 students and their families through programs that help improve student self-esteem, assist basic skills achievement, and enhance the quality of life for adults who have limited social activities available.

APPENDIX

RESOURCES FOR K-12 COMMUNITY EDUCATION

PUBLICATIONS

The following publications are available from the Massachusetts Department of Education, 1385 Hancock Street, Quincy, Massachusetts 02169, (617) 770-7573.

Business and Education: Partners for Excellence, The Proceedings of Five Regional Conferences, cosponsored by the Massachusetts Department of Education, Associated Industries of Massachusetts, the Massachusetts Association of School Superintendents, Massachusetts Business Roundtable, April and May, 1984.

Community Education Principles for Gifted and Talented Education, Bureau of School Programs, 1983.

Creating School-Business Partnerships, Bureau of Student, Community and Adult Services, Fall, 1983.

A Handbook for Planning and Organizing Advisory Councils for Special Education, the Massachusetts Dissemination Project, Resources for Schools, 1980.

Handbook for TBE PACS, Bureau of Transitional Bilingual Education.

Industry-Education Partnership Guidelines, Bureau of Student, Community and Adult Services, 1985.

An Informational Handbook for Organizing and Operating a Community Advisory Council, Bureau of Student, Community and Adult Services, Summer, 1983.

Leading the Way: A Handbook for Student Government Officers, Bureau of Student, Community and Adult Services, 1984.

Massachusetts Education Advisory Councils: Structure and Purpose, Bureau of Student, Community and Adult Services, Summer, 1985.

Promising Practices in Community Education, Bureau of Student, Community and Adult Services, Fall, 1983.

Schools and Communities Working Together to Enrich K-12 Education, Bureau of Student, Community and Adult Services, 1986.

School-Business Partnerships: A Range of Case Studies, Bureau of Student, Community and Adult Services, 1986.

Working with Your School Committee: A Student Guide, Bureau of Student, Community and Adult Services.

The following publications are available from the Citizen Involvement Training Project, 225 Furcolo Hall, University of Massachusetts, Amherst, Massachusetts 01003.

Beyond Experts: A Guide for Citizen Group Training, by Duane Dale, David Magnani, and Robin Miller.

Breaking the Boardroom: An Annotated Bibliography on Boards and Councils, by David Magnani and Newell McMurtry.

Differences: A Bridge or a Wall, by Dan Willis with Josh Meyer.

How to Make Citizen Involvement Work: Strategies for Developing Clout, by Duane Dale.

Planning for a Change: A Citizen's Guide to Creative Planning and Program Development, by Duane Dale and Nancy Mitiguy.

Playing Their Game Our Way: How to Hold the Political Process Accountable to Citizen Needs, by Greg Speeter.

Power: A Repossession Manual—Issues and Strategies for Community Organizing, by Greg Speeter.

The Rich Get Richer and the Poor Write Proposals, by Nancy Mitiguy.

We Interrupt This Program. . . A Citizen's Guide to Using the Media for Social Change, by Robbie Gordon.

Working Together: A Manual for Helping Groups to Work More Effectively, by Bob Biagi.

The following references are available through the Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215.

Advisory Council Packet, Rationale and Methods, Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215.

Facts for A Change: Citizen Action Resources for Better Schools, Bill Burgess (1976), 192 pp.

Federal and State Impact on Citizen Participation in the Schools, Don Davies, James Upton, Miriam Clasby, Felix Baxter, Brian Powers, Ross Zerchikov (1978), 147 pp.

Narrowing the Gap Between Intent and Practice: A Report to Policy Makers on Community Organizations and School Decisionmaking, Kathleen Huguenin, Ross Zerchikov, Don Davies (1979), 118 pp.

Overcoming Barriers to School Council Effectiveness, Jim Stanton, et. al, March 1979, 153 pp.

Patterns of Citizen Participation in Educational Decisionmaking, Volume I and II, Don Davies, et. al., Volume I, November, 1978, 106 pp., Volume II, March, 1979, 95 pp.

Resource Guide and Bibliography on School Councils, IRE, February, 1978, 81 pp.

Rising Above Decline, Betsy Wachtel and Brian Powers (1979), 198 pp. A unique account of how nine communities across the country are responding to the challenge of declining school enrollment.

School Where Parents Make a Difference, Don Davies, 1976, 164 pp. From Arizona Navaho lands to a wealthy San Francisco suburb to an inner city.

The following references are available through the National PTA, 700 North Rush Street, Chicago, Illinois, 60611, or Massachusetts PTSA, 11 Muzzey Street, Lexington, Massachusetts 02173.

A Guide to Community Involvement in Basic Skills Improvement, Charlotte Ryan, Lexington, Massachusetts, Massachusetts Parent-Teacher-Student Association (1979).

How to Talk with Children About Drinking: A Parenting Guide to Alcohol Education, Charlotte Ryan, Freyda Siegel, and Carol Williams, Lexington, Massachusetts, Massachusetts Parent-Teacher-Student Association, Inc. and the National Congress of Parents and Teachers (1977).

Looking in on Your School, National Congress of Parents and Teachers, Chicago, Illinois, (1954).

New Hope for Audiences, National Congress of Parents and Teachers, Chicago, Illinois (1954).

Program Ideas on Mental Health, William G. Hollister, M.D., National Congress of Parents and Teachers, Chicago, Illinois, (1961).

The Magical Touch with Children, Freyda Siegel and Edna Sanford, Lexington, Massachusetts, Massachusetts Parent-Teacher-Student Association (1976).

Today's Family in Focus, Chicago: National Congress of Parents and Teachers (1977).

When Parents Study Their Jobs: Techniques for PTA Discussion Groups, Chicago: National Congress of Parents and Teachers (rev. 1968).

The following references are available from the National Committee for Citizens in Education, Suite 410, Wile Lake Village Green, Columbia, Maryland 21044.

Children, Parents and School Records, J. William Rioux and Stuart A. Sandow, Columbia, Maryland, National Committee for Citizens in Education (1974).

Developing Leadership for Parent/Citizen Groups, Crystal Kuykendall, Columbia, Maryland, National Committee for Citizens in Education (1976).

Parent Participation and Student Achievement: The Evidence Grows. An annotated bibliography, edited by Anne Henderson.

Public Testimony on Public Schools, National Committee for Citizens in Education, Commission on Education Governance, Berkeley, California, McCutchen Publishing Corporation (1975).

The Rights of Parents in the Education of Their Children, David Schimmel and Louis Fischer, Columbia, Maryland, National Committee for Citizens in Education (1977).

Violence in Our Schools: What to KNOW About It—What to DO About It, Columbia, Maryland, National Committee for Citizens in Education (1975).

Who Controls the Schools?, Carl Marburger, Columbia, Maryland, National Committee for Citizens in Education (1978).

The following materials are available from the National Association for Industry-Education Cooperation (NAIEC), 235 Hendricks Boulevard, Buffalo, New York 14276, (716) 833-6346.

A Handbook: How to Plan a Community Resource Workshop.

A Handbook: Industry Education Councils.

A Guide for Evaluating Industry-Sponsored Education Materials.

The following materials are available from the National Institute for Work and Learning (NIWL), 1200 18th Street N.W., Suite 316, Washington, D.C. 20036, (202) 887-6800.

Industry-Education-Labor Collaboration: An Action Guide for Collaborative Councils, M. Elsmann, Washington, D.C.: National Institute for Work and Learning, 1981.

Industry-Education-Labor Collaboration: A Directory of Collaborative Councils, G. Gold, B.S. Fraser, M. Elsmann, and J. Rankin, Washington, D.C.: National Institute for Work and Learning, 1981.

Industry-Education-Labor Collaboration: Policies and Practices in Perspective, G. Gold, S.M. Jung, and D. Bushnell, Washington, D.C.: National Institute for Work and Learning, 1982.

The following publications are available from ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, Virginia 22304-5110, (800) 227-3742.

Advisory Committees, The Best of ERIC Series #6, Eugene: ERIC Clearinghouse on Educational Management, Oregon University, 1975.

Advisory Councils for Education: A Handbook, Richard K. Hofstrand and Lloyd J. Phipps, Urbana: Department of Vocational and Technical Education, University of Illinois, 1971, ERIC Ed 057213.

How to Research the Power Structure of Your Secondary School System, David Rosen, Bert Marian, David Osborne, Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebraska, October 1973. Sponsored by Office of Education, Department of Health, Education and Welfare, Washington, D.C., ERIC File Ed 087 749 or ERIC Document Reproduction Service.

A Matter of Service: How to Monitor Agencies That Serve Children, Harold D. Holder, et. al., Durham, North Carolina, Learning Institute of North Carolina, 1974, ERIC File Ed 104 565 or ERIC Document Reproduction Service.

A Selected Bibliography on Planned Change and Community Planning Practice: Making Things Happen, Charles K. Bolton and Donald W. Lenz, Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 or ERIC File Ed 106 953 or ERIC Document Reproduction Service.

Working with Advisory Committees. . . Promising Practices Operations Notebook 16 by James L. Livera, Burlingame: Association of California Administrators, April 1977, ERIC Ed 146 665

ADDITIONAL REFERENCES

A Fresh Look at Your Schools, A Guide to Community Meetings, California Coalition For Fair School Finance, 661 Live Oak, Suite 3, Menlo Park, California 94025, 1982.

A Family Affair: Education, Dorothy Rich and Cynthia Jones, The Home and School Institute, Inc., Trinity College, Washington, D.C. 20017.

A Guide to Needs Assessment in Community Education by Bowers and Associates, Reston, Virginia and George Eyster, Appalachian Adult Education Center, Morehead State University, Morehead, Kentucky (1974).

A Guide to School and Community Action, California Congress of Parents, Teachers and Students, Inc. and the California State Department of Education (1981), California State Department of Education, P.O. Box 271, Sacramento, California 95802.

Barriers to Private Sector/Public School Collaboration, M. Levine, Washington, D.C.: American Enterprise Institute, 1983.

Big Business Becomes Big Brother, E. McGrath, *Time*, November 1, 1982.

Business/Education Partnerships: Making Them Education's Business, S. Hansen and B. Schergens, *Phi Delta Kappan*, Volume 63, No. 10, June 1982.

Business-School Partnerships: A Plus for Kids, J. Chafee, Arlington, Virginia: National School Public Relations Association, 1980.

Community Decision Making for Education Associations (Selecting the "Knowledgeable" Cross-Section of the Community: Business, Education, Government, Politics, Religion, Chamber of Commerce, Public Agency Heads, News Media Editors), *Public Relations Bookshelf #10*, NEA Publications Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516.

Community Education/Work Collaboration: A Massachusetts Perspective, T.W. McClain and R.A. Sockol, Amherst, Institute for Governmental Services, 1978.

Developing Citizens Committees, *Public Relations Bookshelf #8*, NEA Publications Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516.

Education and Work Councils: Four Case Studies, A. Prager, Cambridge, Massachusetts: Abt Associates, Inc., 1981.

Education and Work Councils: Progress and Problems, A. Prager, Cambridge, Massachusetts, Abt Associates, Inc., 1980.

Getting It Together. . . Together, A Model for School/Community Involvement, Jeanne Jehl, Community Relations Division, San Diego City Schools, San Diego, California 1977.

Global Stakes, J. Botkin, S. Dimancesou and R. Stata, Cambridge, Massachusetts: Ballinger, 1982.

Journal of Community Action, "Community Partnerships," Volume 1, No. 4, 1982 (entire edition).

Let's Not Reinvent the Wheel: Profiles of School/Business Collaboration, I. McNett, Washington, D.C.: Tilden Press, 1982.

Megatrends, John Naisbitt, New York: Warner Books, Inc., 1982.

National Perspective, P. Tremper, *Community Education Today*, Volume IX, No. 4, April, 1983.

Now's the Time for Private Sector to Take New Roles, N. Peirce, *Boston Globe*, July 19, 1982.

101 Activities for Building More Effective School-Community Involvement, Dorothy Rich and Beverly Mattox, The Home and School Institute, Inc., Trinity College, Washington, D.C. 20017.

Organizing An Effective Parent Advisory Council: A Handbook, National Coalition of ESEA Title I Parents, National Parent Center, 1341 G Street, N.W., Suite 520, Washington, D.C. 20005.

Parent Involvement in the Schools: A State of the Art Report, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.

Parent Power in the Schools: A Handbook for Principals, Parents, and Teachers About Home-School Communication and Parent Volunteer Programs, Anne Murray, The Merrimack Education Center, 101 Mill Road, Chelmsford, Massachusetts 01824, (617) 256-3985.

The Private Sector Youth Connection, H. Schilit and R. Lacey, Volume 1, New York: Vocational Foundation, Inc., 1982.

Publishing a Newsletter, Public Relations Bookshelf #5, NEA Publications Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516.

RX for School-Community Relations, C.R. Utermohlen, Editor, 219 Dillon Avenue, Mankato, Minnesota 56001.

Schools and Communities Working Together: For Effective Schools and Stronger Communities, Juanita Carney and Janet Chrispeels, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111-7399.

School Advisory Council Activities Guides, The School Advisory Council Assistance Project, College of Education, University of South Carolina 29708, 1979.

School/Business Partnerships: A Practitioner's Guide, T.W. McClain, and R.A. Sockol, Amherst: Institute for Governmental Services, 1978.

Suggestions for Strengthening Advisory Committees, Columbia: South Carolina Department of Education, 1975.

The Community Council: Its Organization and Function, Everett E. Nance, Community Education: "How To" Series, Pendell Publishing Company, P.O. Box 16, West Midland, Michigan 48640, 1976.

The School Advisory Committee by W.F. Breivagel, Gainesville: Florida Educational Research and Development Council, University of Florida, December, 1973.

ORGANIZATIONS

Center for the Study of Parent Involvement (CSPI), 5237 College Avenue, Oakland, California 94618, Contact: Daniel Safran, Director, (415) 652-4968.

CSPI is an organization of volunteers that provides consultation and training opportunities through workshops and conferences for community workers, teachers, administrators and

parents. CSPI publishes and distributes "Issue Papers" (\$2.50 each) on topics such as *Preparing Teachers for Parent Involvement* and *Evaluating Parent Involvement*. CSPI also sponsors local and regional conferences on parent involvement.

Center for Community and Organizational Development, 225 Furcolo Hall, University of Massachusetts, Amherst, Massachusetts 01003, (413) 545-2038.

The Center for Community and Organizational Development, which is affiliated with the University of Massachusetts School of Education, provides training workshops and consultation to citizen groups in English or in Spanish. The center also has available for distribution a series of manuals on a variety of topics in citizen involvement, including planning, using the media, community organizing, group process, and building coalitions among community members from different racial and ethnic groups.

The Home and School Institute (HSI), Trinity College, Washington, D.C. 20017, Contact: Dorothy Rich, President, (202) 466-3633.

The Home and School Institute, a nonprofit organization, develops programs and publications to help build home/school/community partnerships in education. HSI conducts onsite training programs nationwide, engages in research, and publishes a variety of educational materials.

Institute for Responsive Education (IRE), 704 Commonwealth Avenue, Boston, Massachusetts 02115, Contact: Don Davies, (617) 353-3309.

IRE studies and facilitates citizen participation in educational decision making. Major IRE concerns include school/community councils, citizen roles in educational collective bargaining, federal and state policies affecting citizen participation, citizen-initiated organizations, and citizen action research for school improvement. IRE operates the Citizen Action in Education Clearinghouse. Its quarterly journal, *Citizen Action in Education* (\$5/year), publicizes and explores promising models as well as barriers to effective citizen participation.

Massachusetts Department of Education, Bureau of Student, Community and Adult Services, Community Education Office, 1385 Hancock Street, Quincy, Massachusetts 02169, Contact: Susan Freedman, Coordinator of Community Education, (617) 770-7573.

The Community Education Office of the Massachusetts Department of Education supports collaboration and involvement of communities, cultural institutions, parents and students in educational decision-making and in education programs through the following programmatic activities: technical assistance to community and school leaders through workshops, conferences and individual consultation; research; coalition-building to promote and implement the community education approach; and development and dissemination of publications.

Through these activities, the office addresses itself to the following community education practices: developing school-community partnerships, promoting citizen involvement in the

schools, developing interagency collaboration, utilizing community resources, developing community advisory councils, developing school-volunteer programs, and providing community based educational planning.

Massachusetts School Volunteer Program (MSVP), Falmouth High School, Gifford Street, Falmouth, Massachusetts 02540, Contact: Peter Clark, Principal, (617) 540-2200.

MSVP, a Massachusetts affiliate of NSVP, is a coalition of volunteer programs that provides technical assistance to new and established programs, produces and mails a newsletter several times per year, and sponsors statewide and regional conferences and workshops.

National Alliance of Business (NAB), 1015 15th Street, N.W. Washington, D.C. 20005, (202) 457-0040.

This organization has a long history of involvement in the support and institutionalization of industry-education cooperation. Its mission is to increase private sector support, training, and job opportunities for the economically disadvantaged and the long term unemployed.

National Association for Industry-Education-Cooperation (NAIEC), 235 Hendricks Boulevard, Buffalo, New York 14226, (716) 833-6346/846-4191.

This organization was founded in 1964 by a coalition of industry people and educators to help bring industry and the schools together to improve the quality of education at all levels. A key programmatic activity has been to develop local Industry-Education Councils.

National Committee for Citizens in Education (NCCE), Suite 410, Wilde Lake Village Green, Columbia, Maryland 21044, Contact: J. William Rious, Senior Associate, (800) 638-9675 (toll free), (301) 997-9300.

NCCE is a national membership organization for citizen participation in public schools. The monthly newsletter, *Network* (\$8/year), contains resources for parents and articles on current education topics. NCCE provides assistance in involving parents in decisions affecting the quality of public education and conducts citizen training institutes tailored to the needs of a specific community or region. A publications list is available upon request.

National Congress of Parents and Teachers (PTA), 700 North Rush Street, Chicago, Illinois 60611, Contact: Melitta Cutright, Division of Communication, (312) 787-0977.

Operating at the local, state and national levels, the National PTA is the largest volunteer organization in the nation devoted to improving the quality of education and the well-being of children and youth. The National PTA unites parents, teachers, students and other interested citizens in this effort. The National PTA publishes a variety of brochures, booklets and pamphlets.

National School Volunteer Program, Inc. (NSVP), 300 North Washington Street, Alexandria, Virginia 22314, Contact: Daniel W. Merenda, Executive Director, (703) 836-4880.

NSVP is a national organization that helps school districts organize and implement volunteer programs. The organization facilitates sharing of materials, information and ideas on various member programs.

The national staff serves the member program needs by coordinating national, regional and state conferences, providing a monthly newsletter, and providing technical assistance on a cost-recovery basis. NSVP maintains an Information Bank, which contains descriptions of successful volunteer efforts. Participants in local programs include parents, senior citizens, retired educators, business people and high school and college students. NSVP produces numerous publications and multimedia products. A publication list is available upon request.

Northeast Industry Education Labor Alliance (NIELA), P.O. Box 2203, Springfield, Massachusetts 01101, (413) 781-1185.

An organizational affiliate representing the northeastern states, NIELA focuses on the establishment of public/private sector cooperation to deal with issues such as long range economic integrity and a better relationship between education and economic development. It publishes a newsletter called *News: The Northeast Review* and cosponsors conferences to address pertinent issues.

Volunteer: The National Center for Citizen Involvement, P.O. Box 4197, Boulder, Colorado 80306.

This center provides information on volunteer efforts around the nation and publishes a newsletter, *Volunteering*. (See April 1983 issue for information about business-school linkage.)

CENTRAL MASSACHUSETTS REGIONAL CENTER
Beaman Street, Route 140
West Boylston, Massachusetts 01583
(617) 835-6266

GREATER BOSTON REGIONAL CENTER
75 Acton Street
Arlington, Massachusetts 02174
(617) 641-4870

GREATER SPRINGFIELD REGIONAL CENTER
88 Massasoit Avenue
West Springfield, Massachusetts 01089-1199
(413) 739-7271

NORTHEAST REGIONAL CENTER
219 North Street
North Reading, Massachusetts 01864
(617) 664-5723

NORTHWEST REGIONAL CENTER
Mark Hopkins Hall
Church Street
North Adams, Massachusetts 01247
(413) 664-4511, Ext. 392

SOUTHEAST REGIONAL CENTER
Lakeville State Hospital
P.O. Box 29
Middleboro, Massachusetts 02346
(617) 947-1231, Ext. 445